Woodward M A Measurement of pupil interest in types
1946 of stories at grade 2 level by ballot
method to determine child preference

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THESIS

MEASUREMENT OF PUPIL INTEREST IN TYPES OF STORIES AT GRADE 2 LEVEL BY BALLOT METHOD TO DETERMINE CHILD PREFERENCE

Submitted by

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(B.S. in Ed., Boston University, 1945)

In partial fulfillment of requirements for
the degree of Master of Education

1946

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ACKNOWLEDGMENTS

The writer wishes to express her appreciation and thanks to Dr. Helen Blair Sullivan, Associate Professor of Education, Boston University, for her help and guidance in planning and carrying out this study, and to the teachers who conducted the surveys in their individual classrooms.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. INTRODUCTION

The influence of children's interests permeates every activity in the school day. Since a large part of that day is concerned with reading, it is of paramount importance that the materials they are given to read be of interest to them.

II. STATEMENT OF THE PROBLEM

It was the purpose of this study (1) to discover, if possible, the preferences of children at Grade 2 level for individual stories; (2) to compare the preferences of boys and girls for individual stories and for three story types; (3) to compare the interests of upper and lower quartiles in intelligence in individual stories and three story types; (4) to discover preferences of boys and girls for three types of informational material; (5) to compare the preferences of boys versus girls, and dull versus bright children for three types of informational material.

Importance of the study. A survey of readers for the second grade showed certain fairy tales used and re-used, and certain types of informational material

presented again and again. This gave rise to the questions as to whether this material was used because children really liked it or because adults thought they liked it, and what children would select if they had an opportunity to express their preferences.

Uhl justifies attention to children's interests thus:

> First, the mastery of the mechanics of reading is said by teachers to result from the use of interesting material.
>
> Second, teachers assert that ability in interpreting the printed page is facilitated by the use of interesting content.
>
> Third, the development of general culture . . . is primarily dependent upon a certain type of exercise, namely, pleasurable activity in reading. Obviously, such pleasurable activity can result only in case the material read is interesting to the reader.[1]

And Ekert says:

> If we wish to determine what kind of literature children enjoy, we must find out from the children themselves. No amount of adult reasoning or arm-chair theorizing will reveal as much about children's interests as the children can reveal.[2]

According to these two authorities, then, children should be given material to read that is interesting to

---

[1] Willis L. Uhl, _Scientific Determination of the Content of the Elementary School Course in Reading_. University of Wisconsin Studies in the Social Studies and History, No. 4. Madison, Wisconsin: University of Wisconsin, 1921. 152 pp., pp. 150-151.

[2] Mollie H. Ekert, "Children's Choices of Poems," _Elementary English Review_, 5:182-185, 192, June, 1928. p. 182.

them and they should be consulted directly as to where their interests lie.

Since this writer found little among the many studies of children's interests that pertained specifically to the second grade, it seemed desirable to investigate children's interests at that level. The children were to be given material of several types to read and an opportunity afforded them to express their preferences by ballot. This method is a modification of several methods used in some earlier studies which are reviewed in the following chapter.

CHAPTER II

REVIEW OF THE LITERATURE

CHAPTER II

REVIEW OF THE LITERATURE

As noted in the foregoing chapter, studies dealing with children's reading interests have been carried on over a period of many years. Concern with the interest of children in the contents of their readers really began with John Newbery's importation of the chapbooks from England in 1750. Here was the first effort to combine that which was good for the child with that which it was thought would interest him. From then until 1898, adult judgment decided where his interests lay. Since 1898, however, children have been consulted on this subject directly or indirectly some 200 times and invited to speak for themselves. Since the present paper is concerned with the interests in story types of children on the second grade level, the writer has selected for discussion those studies which deal most specifically with similar ages.

In 1898, Clark Wissler[1] used the questionnaire method with about 2100 children of grades 2 - 6 in Indiana. He found that stories of daily life ranked first in interest

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[1] Clark Wissler, "Interests of children in the Reading Work of the Elementary Schools," Pedagogical Seminary, 5: 523-540, April, 1898.

followed by unclassified stories, stories of animals, of heroism, moral precepts, descriptions, information and fables. The following statements present his general conclusions:

> 1. The literature most appreciated by pupils in the elementary schools is that which presents the true, the beautiful, the heroic and the good in the same concrete way as the busy world around them. Fiction and poetry are the preferred forms.
>
> 2. The complete narrative makes a lasting impression while the story in outline is treated as uninteresting.
>
> 3. The child enters school with a great interest in the story, but interests in other lines are wakened and absorb more and more of his interest as he advances.[2]

He reported few differences between the sexes at that age but noted that growth brought divergence. This evidence was borne out by the later studies of Belser[3] and Washburne[4] in 1926, Witty[5] in 1939, and Thorndike[6] in 1941.

The next year, Vostrovsky[7] discovered the same facts

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[2] Ibid. p.540.

[3] Danlyn Belser, "The Reading Interests of Boys," Elementary English Review, 3:292-296, November, 1926.

[4] Carleton Washburne and Mabel Vogel, What Children Like To Read (New York: Rand McNally Company, 1926), 286 pp.

[5] Paul A. Witty and David Kopel, Reading and the Educative Process (Boston: Ginn and Company, 1939), 374 pp.

[6] Robert L. Thorndike, A Comparative Study of Children's Reading Interests (New York: Teachers College, Columbia University, 1941), 48 pp.

[7] Clara Vostrovsky, "Children's Taste in Reading," Pedagogical Seminary, 6:523-538, December, 1899.

when she surveyed by questionnaire children's selections of public library books. Children chose first, books about children; second, adventure stories; third, miscellaneous; fourth, fairy stories.

After thirteen years, Olcott[8] named the types of stories interesting to little children in this order: animals, nature, fables, fairy and wonder stories, moral stories, home, play, and humor.

The next attack on the problem was made in 1920 by Hosic[9] from another direction when he made his survey of the content of school readers. He discovered a great divergence of adult opinion concerning what should be read by children on any level, and in a later study in the same field, he commented:

> . . . we have a body of text-book traditions, gradually changing from time to time like fashions in dress or house furnishings, but without much scientific basis for judgment of merits or demerits.[10]

Judging from his analysis of fifteen second grade readers the previous year, Woody had come to the following conclusion: "It would seem at once that the primary basis for appealing to the interest of the child has been the strange and

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[9] James F. Hosic, "The Contents of School Reading Books," School and Society, 11:179-180, February 7, 1920.

[10] ________, Empirical Studies in School Reading (Teachers College Contributions to Education, No. 114. New York: Teachers College, Columbia University, 1921), 173 pp. Pref. vii.

fanciful."[11] He found the median of instructive content 32% as against 67.9% of imaginative material, and 15.3% of real nature stories against 51.8% of folklore, fairy stories, and myths. He suggested that the content be broadened to include biography, history, true stories of plants, animals, and boys and girls.

At about the same time, one of the most important and extensive studies was made by Dunn.[12] She investigated the reactions of children to material selected by adults and found that those materials judged by adults to be of high interest level were often regarded by children with indifference or positive distaste. When she analyzed the materials favored by children for elements of interest, she discovered, as did Gates[13] ten years later in a similar study of isolation of interest factors, that no one element alone could be depended upon to guarantee interest. Rather, several elements would be combined. These elements in order of importance for boys were surprise, plot, narrativeness, animalness, liveliness, moralness, conversation, fancifulness, and repetition. For girls, the order changed to

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[11] Clifford Woody, "The Overlapping in the Content of Fifteen Second Readers," Journal of Educational Research 2: 465-474, June, 1920, p.467.

[12] Fannie W. Dunn, Interest Factors in Primary Reading Material (Teachers College Contributions to Education, No. 113. New York: Teachers College, Columbia University, 1921), 70 pp.

[13] Arthur I. Gates, Celeste C. Peardon, and Ina C. Sartorius, "Studies of Children's Interests in Reading," Elementary School Journal, 31:656-670, May, 1931.

surprise, conversation, plot, narrativeness, liveliness, fancifulness, repetition, moralness, and animalness.

In comparison to Dunn[14] who found moral precepts a negligible influence and Wissler[15] who found them a positive element of interest, Gates[16] found them a negative element and a deterrent of interest. The rest of his study bore out the previous research.

The same year, 1921, brought several other studies of children's interests. Jordan[17] discovered that the first three choices of boys, ages 10-13, were war and scouting, school and sports, and adventure, while for girls, they were stories of home life, stories of school life, and fairy stories. Starch's[18] findings in a survey of readers showed a broader scope of content than Woody[19] had found in his earlier study. Starch found three fourths of the

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[14] Dunn, op. cit.

[15] Wissler, op. cit.

[16] Gates, op. cit.

[17] Arthur M. Jordan, Children's Interests in Reading (Teachers College Contributions to Education, No. 107. New York: Teachers College, Columbia University, 1921), 143 pp.

[18] Daniel Starch, "The Contents of Readers," Twentieth Yearbook of the National Society for the Study of Education, Part II, 1921, pp. 145-151.

[19] Woody, op. cit.

material constituted of stories of animals, boys and girls, folklore, and poetry in the lower grades. Uhl's[20] study put humor higher on the list than did Dunn's.[21] He lists the determinants of interest as interesting action, humor, fairy and supernatural, interesting characters, interesting problems and character study, kindness and faithfulness, animals and personification, dramatization, interesting repetition, and interesting information. These, however, shifted in importance from grade to grade. The study covered grades 1-8, and showed the necessity for adding interesting informational selections at all grade levels.

In a later study in 1924, Uhl states that although, according to teachers, dislike of poetry was one reason for the unpopularity of some selections, ". . . evidence from the pupils themselves shows clearly that the popular notion about this dislike is based upon children's dislike either of certain poems or of poems which are not well taught."[22] Huber's[23] finding two years later coincided with this.

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[20] Willis L. Uhl, _The Scientific Determination of the Content of the Elementary School Course in Reading_, University of Wisconsin Studies in the Social Sciences and History, No. 4. (Madison, Wisconsin: University of Wisconsin, 1921), 152 pp.

[21] Dunn, _op. cit._

[22] Willis L. Uhl, _Materials of Reading_, (New York: Silver, Burdett and Company, 1924), p. 109.

[23] Miriam B. Huber, "Children's Interests in Poetry," _Teachers College Record_, 28:93-105, October, 1926.

Huber also found agreement in a study of poetry with earlier studies in prose for although she cited no outstanding element to indicate interest, the trend seemed to be in grade 1, animals and play; grade 2, lullabies; grade 3, fairy poems; grade 4, humor and nonsense; grade 5, heroes; grade 6, home and danger, and poems of romance. She says, ". . . it seems possible to detect an evolution of taste in theme, and there appears to be a certain unity of interest to a grade."[24]

Mackintosh[25] made a study in 1932 and had somewhat different findings. She found poems favored for these elements: child experience, dialect, humor, sadness, imagination, good story, and repetition.

Grant and White[26,27] in two studies in 1925 concluded that school readers needed to be revised to meet the interest demands of children. These demands were for material in this order: animal, fairy, folk, poetry, miscellaneous, informational, historical, child experience, Bible,

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[24] Ibid., p.103.

[25] Helen Mackintosh, A Critical Study of Children's Choices in Poetry (Studies in Education Series, Vol. 7, No. 4. Iowa City, Iowa: University of Iowa, 1932), 128 pp.

[26] Emma B. Grant and Margaret L. White, "Reading Interests Compared with Content of School Readers," Teachers College Record, 26:480-497, February, 1925.

[27] ________, "A Study of Children's Choices of Reading Materials," Teachers College Record, 26:671-678, April, 1925.

nature, fables, humor, riddles, myths, special days.

Questioning some of these findings, Nesmith[28] made a study to determine how the contents of readers in 1930 compared with preferences of children and with the judgments of children and teachers. Contrary to Dunn's[29] finding of 51%, she found less than 49% of the body of primary literature to be poetry, and contrary to Uhl's[30] finding of the inclusion of much undesirable material, she found that 71.5% of the selections considered superior by teachers and pupils were included in the content.

Washburne, the following year, in his compilation of books children like to read, disclosed that chronological age is a more vital factor in book interests than sex or reading ability. His conclusion from his tables was, "These tables seem to show that girls and boys often like books at the same age even when their reading grades differ considerably."[31]

Belser's[32] findings coincided with these. He, also,

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[28] Mary E. Nesmith, An Objective Determination of Stories and Poems for the Primary Grades (Teachers College Contributions to Education, No. 255. New York: Teachers College, Columbia University, 1927), 85 pp.

[29] Dunn, op. cit.

[30] Willis L. Uhl, Materials of Reading, (New York: Silver, Burdett and Company, 1924), 386 pp.

[31] Carleton Washburne and Mildred Vogel, What Children Like to Read (New York: Rand McNally Company, 1926), 286 pp., p.15.

[32] Belser, op. cit.

found that there is little difference in the interests of boys and girls until the age of eight or nine. Up to that time, he found in common with previous studies greatest interest in juvenile fiction, fanciful tales, imaginative, and 'that's why' stories but that at the age of nine sex interests began to differ noticeably. Terman and Lima agreed with this finding. They said, "By 9, sex differences in reading interests are more in evidence."[33]

Possibly this comment by Witty who came to the same conclusion is the explanation: "At nine, however, there develops an interest in stories of real life."[34] And Gates[35,36] in two articles noted the same fact, that sex interposed little influence, as did grade and intelligence at the primary level. However, suitability exerted great influence. He also pointed out that children chose informative material only three times out of ten opportunities in his survey. In his opinion, this was not necessarily

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[33] Louis M. Terman and Margaret Lima, Children's Reading (New York: D. Appleton-Century Company, 1931), 422 pp., p. 68.

[34] Paul A. Witty and David Kopel, Reading and the Educative Process (Boston: Ginn and Company, 1939), 374 pp., p. 26.

[35] Arthur I. Gates, Interest and Ability in Reading (New York: The Macmillan Company, 1930), 264 pp.

[36] Arthur I. Gates, Celeste C. Peardon, and Ina C. Sartorius, "Studies of Children's Interests in Reading," Elementary School Journal, 31:656-670, May, 1931.

because they were not interested in such material but because the material was not well written.

Jones and Owen[37] made an investigation in England in 1930 which indicated that boys liked to read about animals, people, places, things, and girls changed the order slightly to people, animals, places, things.

Terman and Lima made an extensive study of children's interests in reading as a result of which they state:

> There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal. There are other things that help to make a book interesting, but children do not always demand them as they do these three.[38]

Farther on they say:

> To summarize, we see in children before 5 years of age, an interest in jingles, in picture books, in simple fairy tales, and in the talking-beast type of nature and animal story.
>
> Children of 6 and 7 still enjoy Mother Goose rhymes and picture books, but their chief interest is in the nature story--little books about the wind, the birds, the animals, the trees and flowers.
>
> . . . .
>
> Children of 6 and 7 years also enjoy having read to them fairy tales, myths, and legends, but these must be short and written mostly in direct discourse.
>
> . . . .
>
> At 8 years, children show the greatest interest in

---

[37] J. Lloyd Jones and E. F. Owen, "Children's Preferences in Reading Materials," Elementary School Journal, 30:651-653, May, 1930.

[38] Terman, op. cit., p. 16.

> fairy tales. . . . The child of this age is living in a world of imagination, and the more fanciful the tale is, the more appeal it has.
>
> . . . .
>
> At 8, too, begins the interest in stories of real life. Child life in other lands, and stories of children in general, have great appeal.[39]

Through questionnaires and interviews, Dowell and Garrison[40] studied the elements contained in popular stories. They list these as kindness, bravery, happiness and beauty, humor, animals, story quality, achievement, love, Bible stories, wisdom.

Smith[41] checked interest in story types on a first grade level through especially prepared material which was read by the children themselves. She found this order of preference: folktales, realistic industry, nature, health, entertainment, civics, nursery rhymes, and fables.

Lustikow's[42] findings disagreed in part with Terman's[43], Smith's[44], and Huber's.[45] She made an

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[39] Ibid., p. 31-34.

[40] Pattie S. Dowell and K. C. Garrison, "A Study of Reading Interests of Third Grade Subjects," Peabody Journal of Education, 8:202-206, January, 1931.

[41] Nila B. Smith, "The Construction of First Grade Reading Material," Journal of Educational Research, 17: 79-89, February, 1938.

[42] Lydia M. Lustikow, "Inventory of What Children Voluntarily Select to Read," Elementary School Journal, 39:11-12, September, 1938.

[43] Terman, op. cit.

[44] Smith, op. cit.

[45] Huber, op. cit.

inventory from kindergarten through grade 6 of what children voluntarily selected to read. She found that animal stories appeal to young children, while children's experience is most important at the third grade level. But the following conclusions were at variance with earlier studies: that folk-lore and fables are not read extensively in any grade; that poetry is not read voluntarily by children of elementary school age; that biographies are not general. In agreement, she found that informational nature books are not so extensively read as nature books in story form.

Uhl comments in 1937 on the greater concurrence of reader contents with children's interests in these words:

> The themes emphasized in the selections now commonly included in primary readers are more varied than formerly. Because of children's love of the fanciful, stories rich in imaginative appeal are ever popular. Animal stories abound. Purely fanciful material, however, though still commonly given more space at this level than factual material in literary or quasi-basal readers, receives relatively less emphasis than formerly. There is today a greater appreciation of children's interest in what is plausible and familiar as well as in what is fantastic and remote. Many readers now provide fascinating accounts of occupations that, to children, are romantic, such as those of the fireman, policeman, and postman. The milkman, the baker, the locomotive engineer, and the carpenter share the stage with the gnome, the elf, the knight, and the prince. The best juvenile books of today can be classified as juveniles only because they are simple in content, vocabulary, and sentence structure. They are fascinating and significant to people of all ages.[46]

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[46] Willis L. Uhl, "The Materials of Reading," _Thirty-Sixth Yearbook of the National Society for the Study of Education_, Part I, 1937, p. 207.

The latest published study on a primary level was done by Wilson[47] in 1941. He discovered no clear grade trends but presented a more detailed list of story types in their order of preference than any previous review. He listed 'do-it' stories first, followed by animal, fairy, comics, nature, poetry, children's experience, adventure, true and realistic, informational, fables, historical, humorous, travel, toy, picture, riddles, jokes, folk-lore, patriotic, plays, stories with repetition, and biographical.

Terman and Lima[48] found that some of the factors influencing individual preferences were age, physical development, environment, health, sex, mental ability, and temperament. In support of this finding, Lazar[49] stated that in her survey of grades 4, 5, and 6, the opportunities in the home in general were reflected in the children's reading interests, and Dowell and Garrison[50] maintained that children of widely different social groups showed little or no difference in their interest in given selections.

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[47] F. T. Wilson, "Reading Interests of Young Children," Pedagogical Seminary, 58:363-389, June, 1941.

[48] Terman, op. cit.

[49] May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children (Teachers College Contribution to Education, No. 707. New York: Teachers College, Columbia University, 1937), 126 pp.

[50] Dowell, op. cit.

Huber[51] and Gates[52] concurred in the conclusion that intelligence was a relatively unimportant factor in directing the interests of young children. Huber stated that in six types of materials--familiar experience, unusual experience, humor, fairy, information, heroism and service--the dull child liked familiar experience better than the average or bright, and disliked humor more than the average or bright. All other ratings were strikingly similar. Omitting humor, the ranking was the same in all groups.

Thorndike came to the conclusions that sex was more important than age or intelligence after the age of 10, and that the young bright children had the same interests as the older retarded. He gave a helpful suggestion to the classroom teacher when he said:

> The changes in interest with age, between 10 and 15, are gradual and, for many titles, small. The interests of earlier childhood in stories of talking animals, magic, dolls, child life, etc., show a sharp decline as the child grows older. But many of the animal, adventure, mystery, sport, travel, science and invention, and other topics show quite small changes even over a period of four or five years. Combine with this finding the result that bright children are somewhat accelerated in their interests and slow children somewhat retarded, and one is led to the conclusion that the age differences in a given class will not be of

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[51] Miriam B. Huber, The Influence of Intelligence upon Children's Reading Interests (Teachers College Contributions to Education, No. 312. New York: Teachers College, Columbia University, 1928), 39 pp.

[52] Gates, op. cit.

> great importance in determining interest patterns. If the teacher becomes acquainted with the reading interests of that age which is most frequently represented in her group, she need not fear that the interests of the older or younger children in the class will be particularly different.[53]

According to Brumbaugh, three factors are paramount in appealing to a classroom group. She states of her findings:

> . . . while children appear to care little about literary style, they enjoy dramatic action, humor, and adventure whether it occurs in picture books, comic or other magazines, or in books of any type.[54]

Although from Wissler in 1895 to Wilson in 1941 many studies of children's reading interests have been carried out, few specific trends in grades have been investigated. In view of this, it seemed desirable to discover which particular folk or fairy stories were enjoyed most and which types of social studies material appealed most on a second grade level. This study is a survey of those expressed preferences.

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[53] Robert L. Thorndike, A Comparative Study of Children's Reading Interests (New York: Teachers College, Columbia University, 1941), 48 pp., p. 38.

[54] F. N. Brumbaugh, "Children's Choices of Reading Materials," Elementary English Review, 6:226-228, October, 1939.

CHAPTER III

METHOD OF INVESTIGATION

CHAPTER III

METHOD OF INVESTIGATION

SCOPE OF STUDY:

As stated in the previous chapter, the purpose of this study was to investigate the relative appeal of several different types of reading material on a second grade level. The survey covered both narrative and informational material. The narrative types included animated animal stories as "The Little Half Chick," fairy stories involving boy and girl characters as "Hansel and Gretel," and folk tales and stories of "wee folk" as "The Elves and the Shoemaker." The informational, or social studies, material included stories of nature and science, of helpers and workers, and of familiar child experiences. The child experiences covered child life in other lands, pet stories, and stories of child fun. The following comparisons were drawn:

1. Comparisons of interests of boys and girls.
2. Comparisons of interests of upper and lower quartiles.
3. Comparisons of interest in story types.
4. Comparisons of interest in individual stories.

NARRATIVE MATERIAL AND PROCEDURES USED:

For the narrative material, twenty-two stories were

selected for use. Each story was cut directly from a second reader and hinged into a separate folder. The following table indicates the distribution of story types.

CHART I

SHOWING DISTRIBUTION OF TYPES IN TWO GROUPS OF NARRATIVE MATERIAL

	Animated animal stories	Fairy stories involving boys and girls	Folk tales and stories of the "wee folk"	Total
Group I	4	4	3	11
Group II	4	4	3	11

As shown by this chart, these twenty-two stories were divided into two groups of eleven stories each, both groups equated for types, number of stories of each type, and level of difficulty. Six duplicate sets of each group were made. By this means, twelve sets of material were prepared, all sets containing eleven stories, all sets equal in number of story types, all sets equal in number of stories of each type, all sets equal in mechanical difficulty. The complete list of stories used will be found in the appendix.

These twelve sets were issued to the teachers of twelve second grades with instructions to read the material to the children and to allow them to indicate their liking

for the stories. The following code was used:

1. An asterisk (*) to indicate liking with enthusiasm.

2. A check (✓) to indicate liking but without enthusiasm.

3. A line (-) to indicate dislike.

Children were asked to sign their names to their ballots. After the voting had been done, the teachers were asked to have an informal discussion of the reasons underlying the choices.

The summary sheet found on page 22 was used throughout the study. This sheet gave the total number of votes in each category, boys, girls, upper, and lower quartiles indicated separately. In situations where a recorded intelligence quotient was unattainable, the latter division was based on teacher judgment and class standing. Since each story was voted on separately, the final tabulation indicated the position of any single story in the order of preference as well as the type of story preferred.

SOCIAL STUDIES MATERIAL AND PROCEDURE USED:

In the twelve sets of social studies material used, no sets were duplicated, and few duplicate individual stories were used. The chart which appears on page 23 indicates the distribution of types in two groups of social studies material. As indicated in this table, there were two groups of material used, with six sets in each group.

CHART II

SUMMARY SHEET USED TO REPORT PREFERENCES

	Names of Stories							
Total number of children liking with enthusiasm								
Boys								
Girls								
Dull								
Bright								
Total number of children liking without enthusiasm								
Boys								
Girls								
Dull								
Bright								
Total number of children not liking at all								
Boys								
Girls								
Dull								
Bright								

CHART III

SHOWING DISTRIBUTION OF TYPES IN TWO GROUPS OF SOCIAL STUDIES MATERIAL

	Nature and science	Helpers and workers	Child experiences	Total
Group I	3	3	3	9
Group II	3	3	3	9

Each set included nine stories, three of each type. All of these selections were cut directly from second grade readers and hinged into separate folders in the same manner as the narrative material.

These twelve sets were issued to twelve second grade teachers or principals. Several of the teachers used the material with other second grades in their buildings. In this situation, teachers were instructed to allow children to read the material independently, giving any necessary assistance. It might be read either individually or by one child to a group. There was to be free access to the material. The same code for ballotting was used as for the story types:

1. An asterisk (*) for enthusiastic liking.
2. A check ( ) for liking without enthusiasm.
3. A line (-) for disliking.

A discussion period followed the voting.

As mentioned above, the same summary sheet was used and the same comparisons drawn, namely:

1. Comparisons of interests of boys and girls.

2. Comparisons of interests of upper and lower quartiles.

3. Comparisons of interest in types of material.

The divisions of upper and lower quartiles were based, when recorded intelligence quotients were not available, on teacher judgment and class standing.

POPULATION:

Throughout this study, the population used was composed of second grade children in areas suburban to Metropolitan Boston. The number used in the narrative survey was 120, while in the social studies survey, it was 279. The intelligence quotients ranged from 70 to 130. The suburban areas included both industrial and professional communities, and home conditions varied correspondingly--underprivileged, average, and superior.

RESTATEMENT OF PROBLEM:

The following chapter will analyze the data acquired by the means reported above in an attempt to answer these questions:

1. Which folk or fairy stories do second grade children prefer?

2. What type of social studies material do second

grade children enjoy most?

3. Do second grade boys and girls have the same reading preferences?

4. Do dull and bright children prefer the same types of material?

CHAPTER IV

ANALYSIS OF THE DATA

CHAPTER IV

ANALYSIS OF DATA

In analyzing the results of the investigation described in the previous chapter, consideration was given to the preferences for individual stories, to preferences for story types, and to preferences for types of informational material. Three interpretive tables for each section were drawn: first, to indicate preferences for the entire population; second, to compare the preferences of boys and girls; third, to compare the preferences of upper and lower quartiles in intelligence.

Table 1 follows on the next page.

TABLE 1
ORDER OF PREFERENCE FOR STORIES
FOR TOTAL POPULATION OF 120

Names of Stories	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
1 Hansel and Gretel	100		
2 Jack and the Beanstalk	98.3		1.7
3 The Little Red Hen	98.3		1.7
4 The Lion and the Mouse	96.3	3.7	
5 Brownie and the Cook	94.6	1.8	3.6
6 The Little Half Chick	94.2	3.3	2.5
7 The Donkey and His Band	93.7	4.7	1.6
8 The Boy and the North Wind	92.1	7.0	0.9
9 Cinderella	91.5	3.4	5.1
10 The Gingerbread Boy	91.3	8.5	0.2
11 The Three Little Pigs	90.7	4.2	5.1
12 Pat and the Fairies	90.0	3.6	6.4
13 The Elves and the Shoemaker	89.9	5.5	4.6
14 The Three Bears	84.1	9.3	6.6
15 Brier Rose	84.1	6.7	9.2
16 Snow White and Rose Red	83.3	16.7	
17 The Old Woman and Her Pig	83.1	5.9	11.0
18 Puss in Boots	82.6	9.5	7.9
19 Three Billy Goats Gruff	67.2	32.8	
20 Red Riding Hood	65.5	32.7	1.8
21 Aiken Drum	58.4	39.7	1.9
22 Henny Penny	50.0		50.0

Table 1 shows the order of preference for individual stories based on the enthusiastic liking of the total population. The table should be read in this manner: One hundred per cent of the children liked "Hansel and Gretel" enthusiastically; ninety-eight and three tenths per cent were enthusiastic about "Jack and the Beanstalk" and one and seven tenths per cent disliked it; eighty-three and one tenth per cent enjoyed "The Old Woman and Her Pig", five and nine tenths per cent were indifferent, and eleven per cent disliked it.

A study of this table reveals that the four most popular stories were "Hansel and Gretel", "Jack and the Beanstalk", "The Little Red Hen", and "The Lion and the Mouse". The four least popular stories were "Three Billy Goats Gruff", "Red Riding Hood", "Aiken Drum", and "Henny Penny".

Graph A which follows is a graphic interpretation of Table 1. By this graph, the four most popular and the four least popular stories are easily seen.

GRAPH A. PERCENTAGES OF ENTHUSIASTIC PREFERENCES OF TOTAL POPULATION OF 120 FOR STORIES

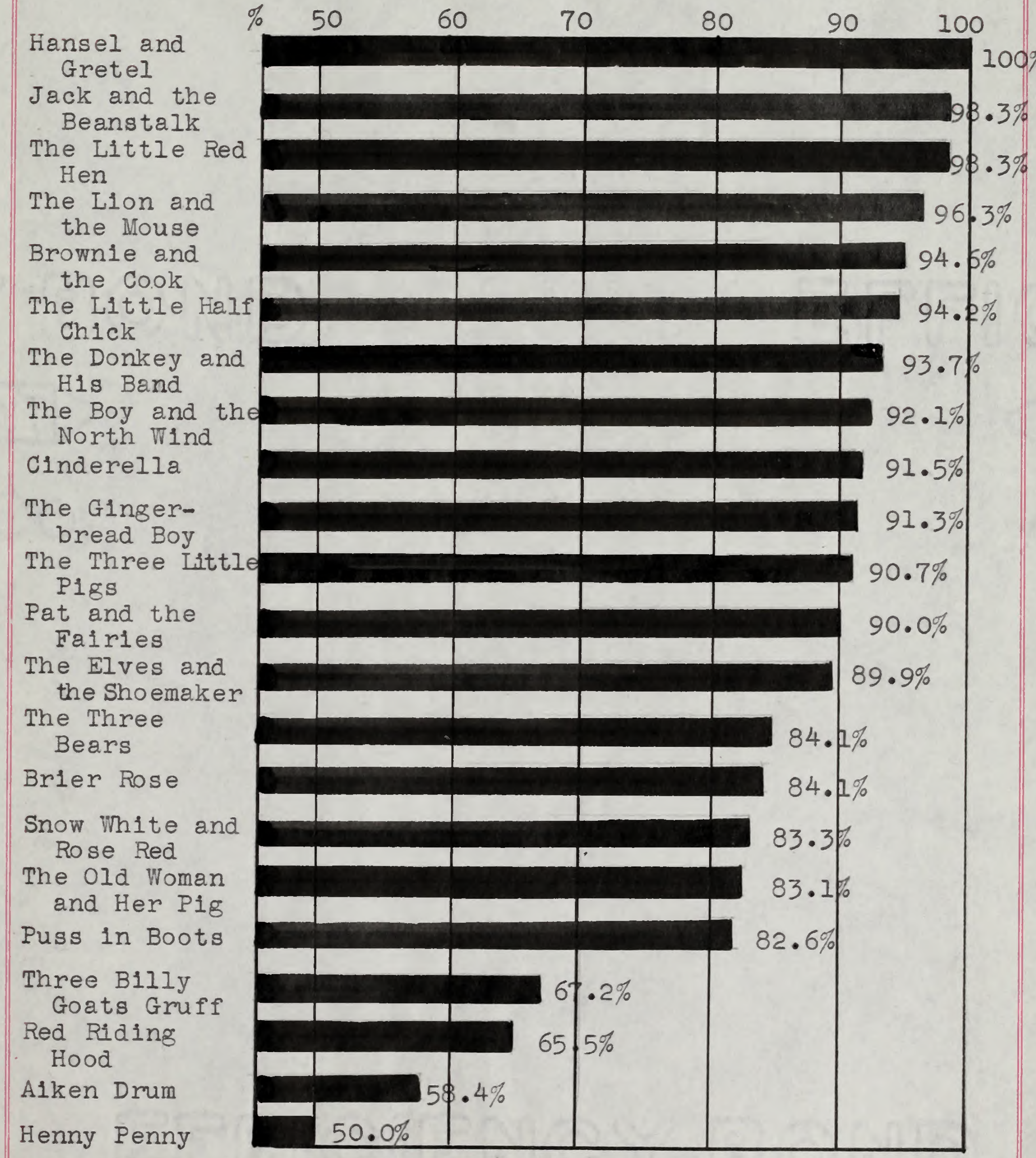


TABLE 2

COMPARISON OF BOYS AND GIRLS EXPRESSED OPINION OF STORIES BASED ON 120 CASES

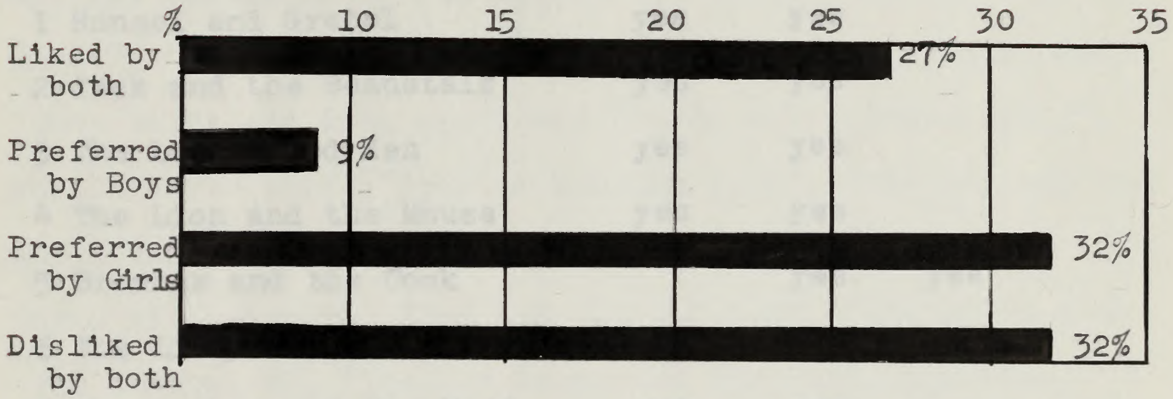
Names of Stories	Liking		Disliking	
	Boys	Girls	Boys	Girls
1 Hansel and Gretel	yes	yes		
2 Jack and the Beanstalk	yes	yes		
3 The Little Red Hen	yes	yes		
4 The Lion and the Mouse	yes	yes		
5 Brownie and the Cook	yes	yes		
6 The Little Half Chick		yes	yes	
7 The Donkey and His Band	yes			yes
8 The Boy and the North Wind		yes	yes	
9 Cinderella		yes	yes	
10 The Gingerbread Boy		yes	yes	
11 The Three Little Pigs		yes	yes	
12 Pat and the Fairies		yes	yes	
13 The Elves and the Shoemaker		yes	yes	
14 The Three Bears			yes	yes
15 Brier Rose			yes	yes
16 Snow White and Rose Red		yes		yes
17 The Old Woman and Her Pig			yes	yes
18 Puss in Boots			yes	yes
19 Three Billy Goats Gruff	yes	yes		
20 Red Riding Hood			yes	yes
21 Aikin Drum			yes	yes
22 Henny Penny			yes	yes

Table 2 presents a comparison of the preferences of boys and girls for individual stories. It should be read thus: Both boys and girls liked "Hansel and Gretel"; more girls than boys liked "The Little Half Chick"; more boys than girls liked "The Donkey and His Band"; both boys and girls disliked "Henny Penny".

Reference to this table shows that six stories, "Hansel and Gretel", "Jack and the Beanstalk", "The Little Red Hen", "The Lion and the Mouse", "Brownie and the Cook", and "Three Billy Goats Gruff", were liked by both boys and girls; that two stories, "The Donkey and His Band" and "Snow White and Rose Red", were better liked by boys than by girls; that seven stories, "The Little Half Chick", "The Boy and the North Wind", "Cinderella", "The Gingerbread Boy", "The Three Little Pigs", "Pat and the Fairies", and "The Elves and the Shoemaker" were better liked by girls than by boys; and seven stories, "The Three Bears", "Brier Rose", "The Old Woman and Her Pig", "Puss in Boots", "Red Riding Hood", "Aiken Drum", and "Henny Penny", were not enjoyed by either boys or girls.

GRAPH B

COMPARISON OF PERCENTAGE OF PREFERENCES OF 120 BOYS AND GIRLS FOR STORIES



Graphically, Table 2 presents this interpretation. Twenty-seven per cent of the stories were liked by both boys and girls. Nine per cent of the stories were preferred by boys and thirty-two per cent were more enjoyed by girls. The children found thirty-two per cent of the stories entirely lacking in appeal.

TABLE 3

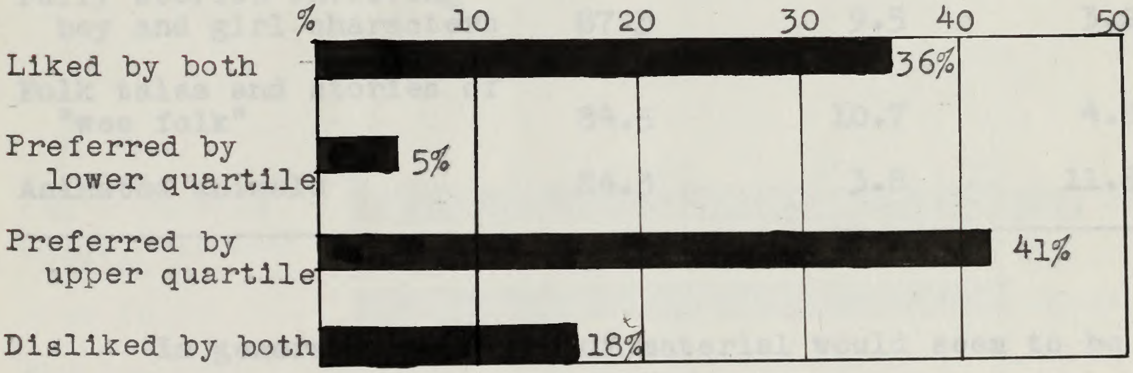
COMPARISON OF UPPER AND LOWER QUARTILES IN INTELLIGENCE EXPRESSED OPINION FOR STORIES BASED ON 120 CASES

Names of Stories	Liking		Disliking	
	Lower	Upper	Lower	Upper
1 Hansel and Gretel	yes	yes		
2 Jack and the Beanstalk	yes	yes		
3 The Little Red Hen	yes	yes		
4 The Lion and the Mouse	yes	yes		
5 Brownie and the Cook		yes	yes	
6 The Little Half Chick	yes	yes		
7 The Donkey and His Band	yes	yes		
8 The Boy and the North Wind		yes	yes	
9 Cinderella		yes	yes	
10 The Gingerbread Boy		yes	yes	
11 The Three Little Pigs		yes	yes	
12 Pat and the Fairies		yes	yes	
13 The Elves and the Shoemaker		yes	yes	
14 The Three Bears			yes	yes
15 Brier Rose			yes	yes
16 Snow White and Rose Red	yes	yes		
17 The Old Woman and Her Pig		yes	yes	
18 Puss in Boots		yes	yes	
19 Three Billy Goats Gruff	yes	yes		
20 Red Riding Hood			yes	yes
21 Aikin Drum	yes			yes
22 Henny Penny			yes	yes

In this table of stories, a comparison is drawn between the preferences of the upper and lower quartiles in intelligence. It should be interpreted to read: Both upper and lower quartiles enjoyed "Hansel and Gretel", "Jack and the Beanstalk", "The Little Red Hen", "The Lion and the Mouse", "The Little Half Chick", "The Donkey and His Band", "Snow White and Rose Red", and "Three Billy Goats Gruff". On the other hand, "Brownie and the Cook", "The Boy and the North Wind", "Cinderella", "The Gingerbread Boy", "The Three Little Pigs", "Pat and the Fairies", "The Elves and the Shoemaker", "The Old Woman and Her Pig", and "Puss in Boots" were better liked by the upper quartile than the lower quartile. Also "Aiken Drum" was better liked by the dull than the bright; and "The Three Bears","Brier Rose", "Red Riding Hood", and "Henny Penny" were enjoyed least by both groups.

GRAPH C

COMPARISONS OF PERCENTAGES OF PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR STORIES BASED ON 120 CASES.



From this graph, it is noted that only thirty-six per cent of the stories were enjoyed equally by both upper and lower quartiles in intelligence. The duller group expressed greater liking than the brighter for five per cent of the stories while the brighter expressed greater liking than the dull for forty-one per cent. Eighteen per cent were not enjoyed by either group.

TABLE 4

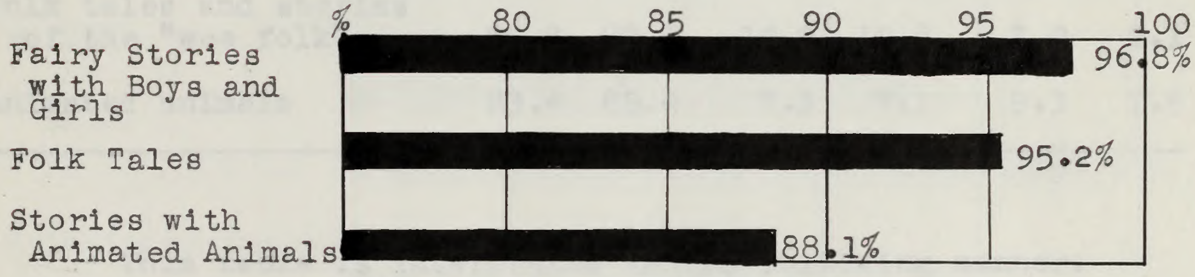
COMPARISON OF PREFERENCES OF TOTAL POPULATION OF 120 CASES FOR THREE STORY TYPES

Types of Stories	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
Fairy stories involving boy and girl characters	87.3	9.5	3.2
Folk tales and stories of "wee folk"	84.5	10.7	4.8
Animated animals	84.3	3.8	11.8

In general, this type of material would seem to be correctly placed in the second grade judging from the high percentage of liking. The results of this table indicate that fairy stories involving boy and girl characters were preferred slightly to either folk tales and stories of brownies and elves or stories using animated animals. There was little difference between the last two types in enthusiastic enjoyment, although actual dislike for animated animal stories was expressed about four times as often as for fairy stories involving boy and girl characters, and three times as often as for folk tales.

GRAPH D

COMPARISON OF PERCENTAGES OF PREFERENCES OF TOTAL POPULATION FOR THREE STORY TYPES BASED ON 120 CASES



This graph is a further interpretation of Table 4 and illustrates the facts noted there: that fairy stories involving boy and girl characters were most popular; that folk tales ranked next in order of interest; and that stories using animated animals were least popular with these second graders.

TABLE 5

COMPARISON OF PREFERENCES OF BOYS AND GIRLS
FOR THREE STORY TYPES BASED ON 120 CASES

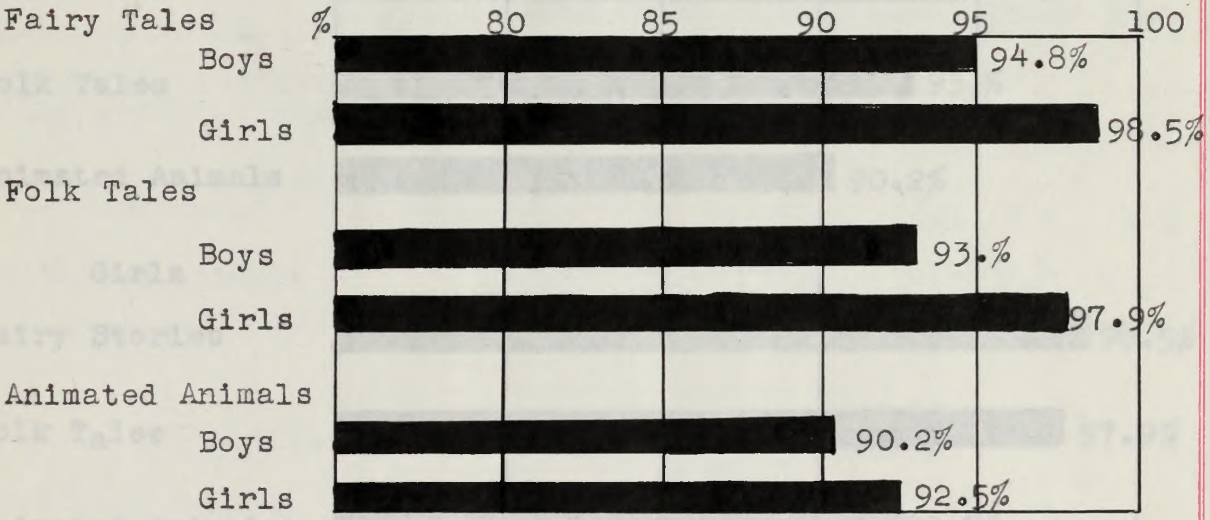
Types of Stories	Per Cent Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Boys	Girls	Boys	Girls	Boys	Girls
Fairy stories involving boy and girl characters	86.1	87.9	8.7	10.7	5.2	1.5
Folk tales and stories of the "wee folk"	82.8	87.1	10.2	10.8	7.0	2.1
Animated animals	83.4	85.4	7.3	7.1	9.3	7.5

This table is interpreted in the following manner. Eighty-six and one tenth per cent of the boys and eighty-seven and nine tenths per cent of the girls enjoyed enthusiastically fairy stories involving boy and girl characters, while eight and eight tenths per cent of the boys and ten and seven tenths per cent of the girls accepted them, and five and two tenths per cent of the boys and one and five tenths per cent of the girls expressed dislike of this type.

From this table, it is seen that, again, fairy stories involving boy and girl characters were most popular with boys and girls. Girls rated folk tales five per cent higher than did boys.

GRAPH E

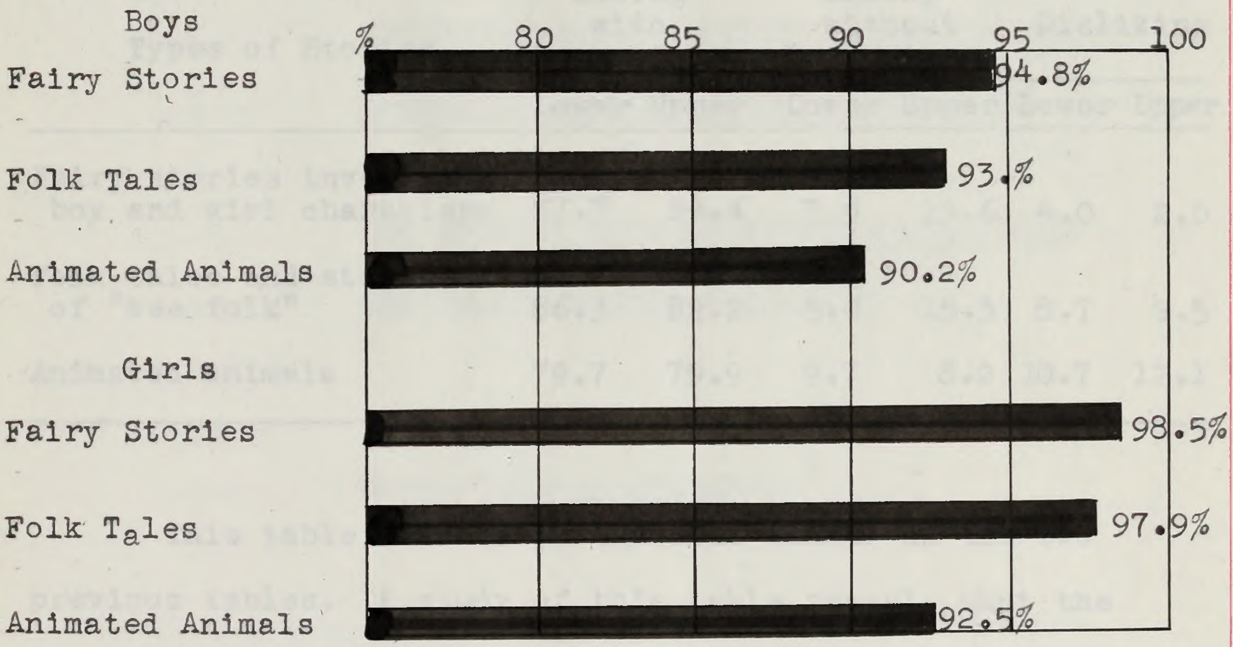
COMPARISON OF PERCENTAGES OF PREFERENCES OF BOYS WITH GIRLS FOR THREE TYPES OF STORIES BASED ON 120 CASES



Graph E indicates by what per cent girls' preferences for each story type exceeded boys' preferences. This graph is based on Table 5.

GRAPH F

COMPARISON OF STORY TYPES FOR BOYS AND GIRLS



Graph F presents a comparison of the order of preference of story types as ranked first by boys and second by girls. It is based on the information detailed in Table 5.

TABLE 6

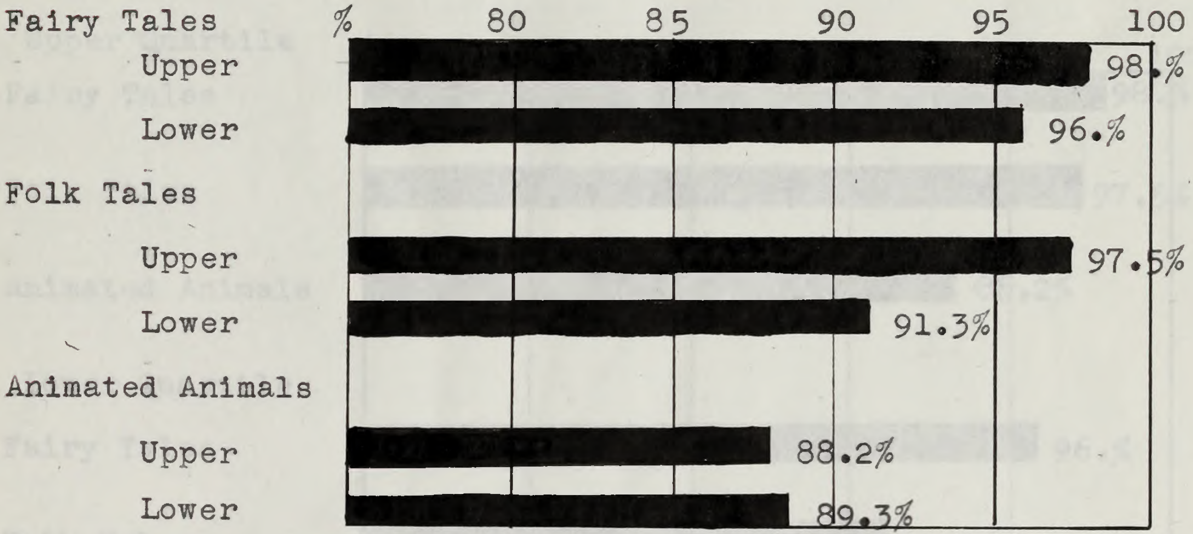
COMPARISON OF PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR THREE STORY TYPES BASED ON 120 CASES

Types of Stories	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Lower	Upper	Lower	Upper	Lower	Upper
Fairy stories involving boy and girl characters	87.7	84.4	7.9	13.6	4.0	2.0
Folk tales and stories of "wee folk"	86.3	82.2	5.0	15.3	8.7	2.5
Animated animals	79.7	79.9	9.7	8.2	10.7	12.1

This table is read in the same manner as the two previous tables. A study of this table reveals that the lower quartile expressed more dislike for fairy stories involving boy and girl characters than did the upper quartile in spite of the fact that this type was most popular. The upper quartile expressed more dislike for animated animal stories than did the lower. However, this type was least popular with both groups.

GRAPH G

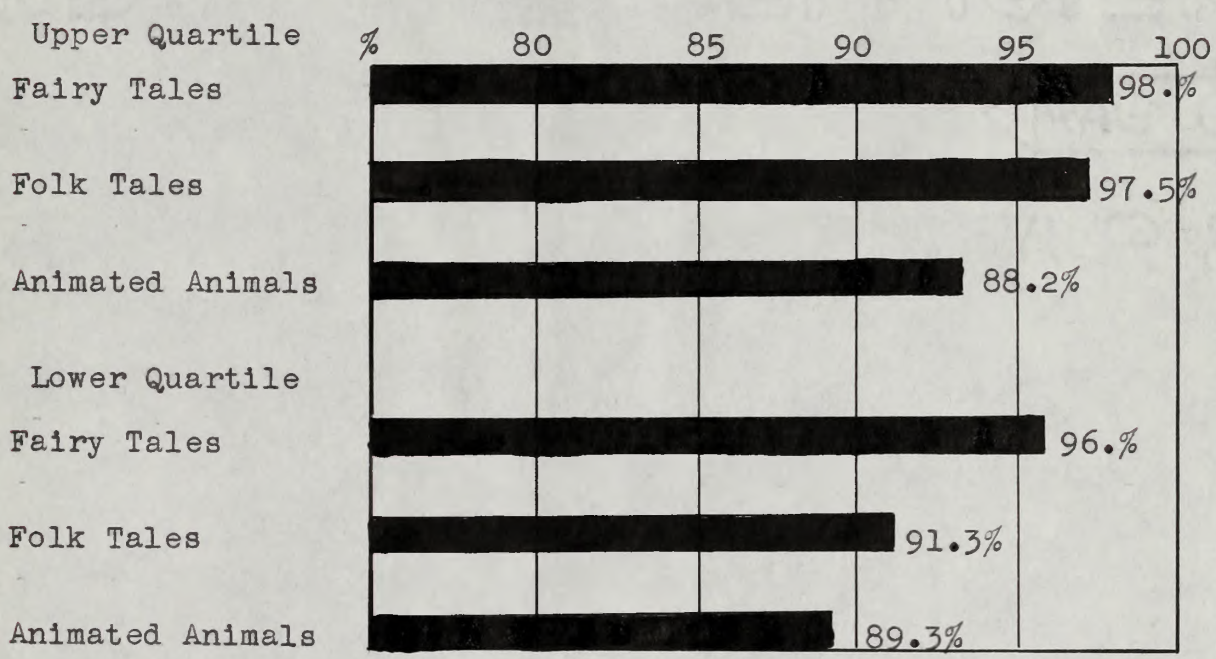
COMPARISON OF PERCENTAGES OF PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF STORIES BASED ON 120 CASES



This a graphic picture of Table 6 which indicates that the upper quartile in intelligence showed more enjoyment of fairy tales and folk tales than the lower quartile and the lower quartile in intelligence enjoyed animated animal stories more than the upper quartile.

GRAPH H

COMPARISON OF RANK ORDER OF THREE TYPES OF STORY MATERIAL AS PREFERRED BY UPPER AND LOWER QUARTILES IN INTELLIGENCE BASED ON 120 CASES



This graph is a further presentation of the information in Table 6. By this graph it is seen that both upper and lower quartiles ranked these three types of story material in the same order of preference.

TABLE 7

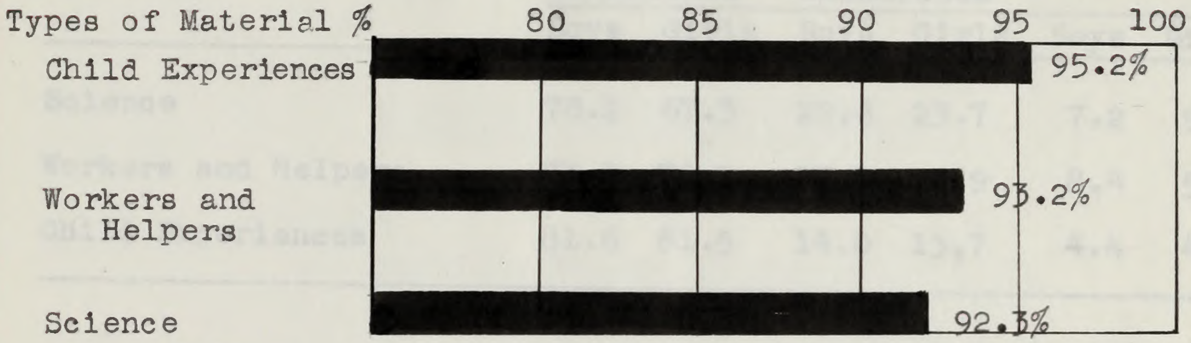
COMPARISON OF TOTAL PREFERENCES OF TOTAL POPULATION OF 279 CASES FOR THREE TYPES OF INFORMATIONAL MATERIAL

Types of Material	Per Cent		
	Liking with Enthusiasm	Liking without Enthusiasm	Disliking
Science	68.1	24.2	7.7
Workers and Helpers	73.7	19.5	6.8
Child Experiences	81.5	13.8	4.6

The interpretation of Table 7 follows that of the previous tables, i. e., sixty-eight and one tenth per cent of the total population were enthusiastic about the science stories; twenty-four and two tenths per cent were indifferent to the material, and seven and seven tenths per cent expressed dislike. It is apparent from this table that the stories of child experiences were most popular of the social studies material, stories of workers and helpers next most popular, and science stories the least popular of stories using informational material.

GRAPH I

PERCENTAGES OF PREFERENCES OF TOTAL POPULATION FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 279 CASES



This graph is built upon Table 7. It shows the rank order of preference for three types of informational material. Stories of child experiences were most popular. Science stories were least popular.

TABLE 8

COMPARISON OF PREFERENCES OF BOYS AND GIRLS FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 279 CASES

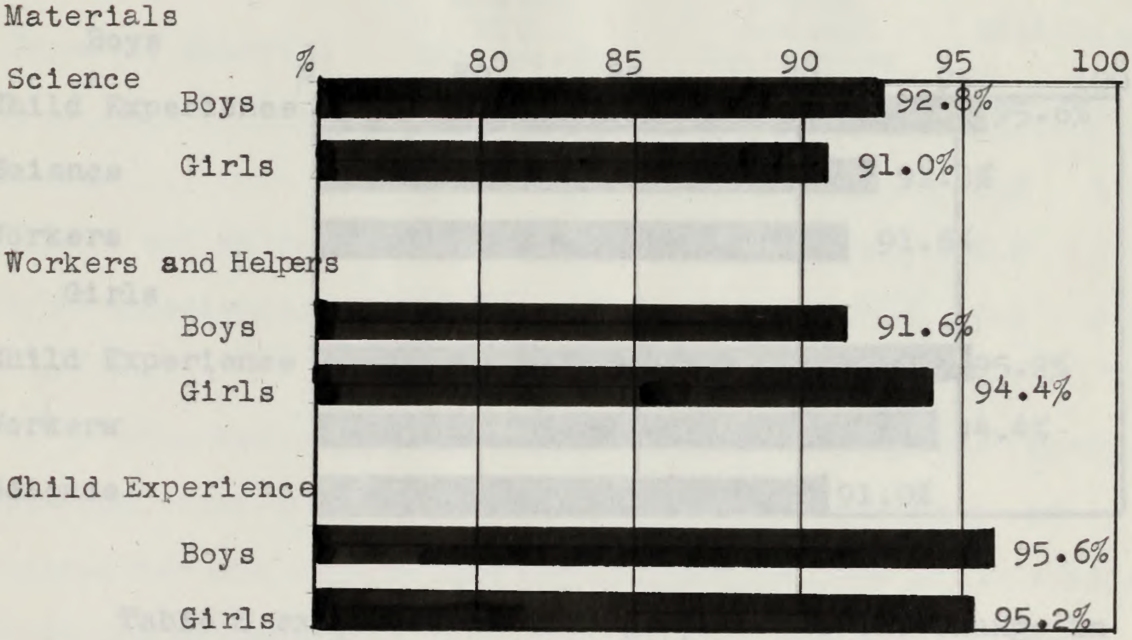
Types of Material	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Boys	Girls	Boys	Girls	Boys	Girls
Science	70.2	67.3	22.6	23.7	7.2	9.0
Workers and Helpers	73.7	75.5	17.9	18.9	8.4	5.6
Child Experiences	81.6	81.5	14.0	13.7	4.4	4.8

Following the method of interpretation that has been used with all preceding tables, this table reads: Seventy- and two tenths per cent of the boys and sixty-seven and three tenths per cent of the girls expressed enthusiasm for the science material; twenty-two and six tenths per cent of the boys and twenty-three and seven tenths per cent of the girls liked those stories moderately;and seven and two tenths per cent of the boys and nine per cent of the girls disliked them. From this table, we see that boys enjoyed the science material more than the girls, and girls enjoyed the stories of workers and helpers more than the boys. Stories of child experiences were most popular with both boys and girls, the difference in percentage being 0.4. Rank order differed for boys and girls. For boys, it was Child Experiences, Science, Workers and

Helpers. For girls, it was Child Experiences, Workers and Helpers, Science.

GRAPH J

PERCENTAGES OF PREFERENCES OF BOYS AND GIRLS
FOR THREE TYPES OF INFORMATIONAL MATERIAL
BASED ON 279 CASES



From this graph based on Table 8, it is noted that boys enjoyed science material more than girls. Girls enjoyed stories of workers and helpers more than boys. Boys enjoyed stories of child experience more than girls.

GRAPH K

COMPARISON OF RANK ORDER OF PREFERENCES OF BOYS AND GIRLS FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 279 CASES

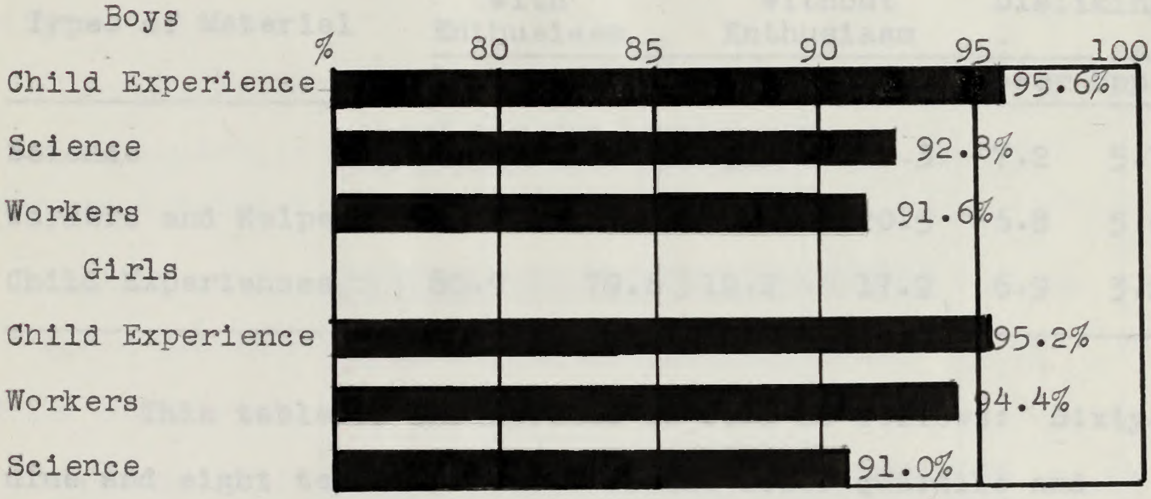


Table 8 expressed in this graph shows the change in rank order of preference for boys and girls. Boys and girls did not rank the material in the same order of preference. Stories of workers and helpers were ranked lowest by boys. Science material was ranked lowest by girls.

TABLE 9

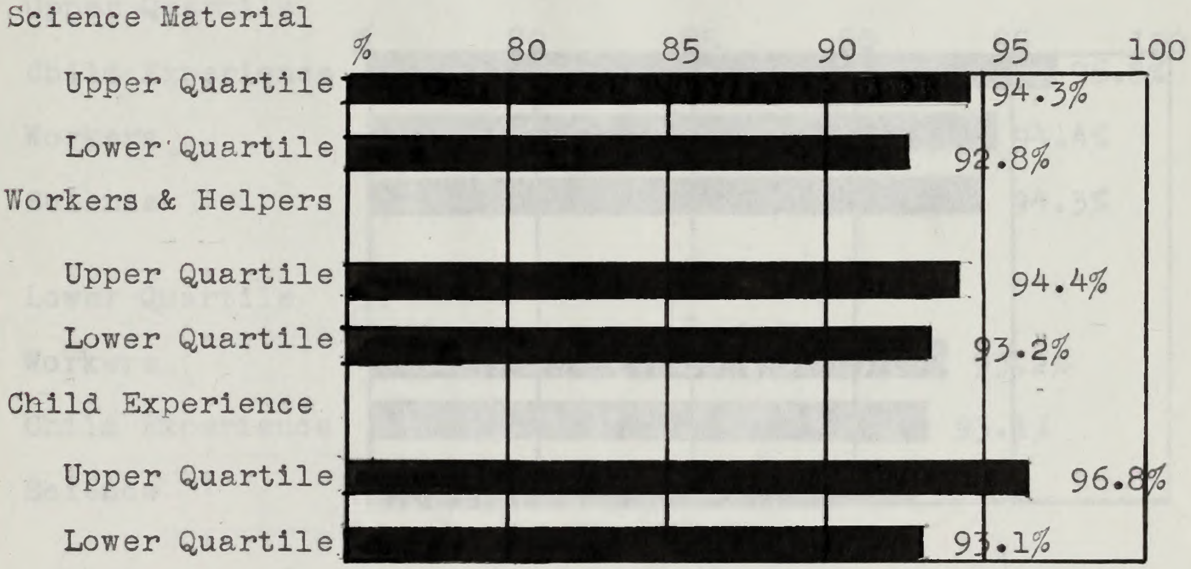
COMPARISON OF PREFERENCES OF UPPER VERSUS LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 279 CASES

Types of Material	Per Cent					
	Liking with Enthusiasm		Liking without Enthusiasm		Disliking	
	Lower	Upper	Lower	Upper	Lower	Upper
Science	69.8	67.0	23.0	27.3	7.2	5.7
Workers and Helpers	78.4	73.7	14.8	20.5	6.8	5.6
Child Experiences	80.9	79.6	12.2	17.2	6.9	3.2

This table is interpreted to read as follows: Sixty-nine and eight tenths per cent of the lower quartile and sixty-seven per cent of the upper quartile were enthusiastic about the science material, twenty-three per cent of the lower and twenty-seven and three tenths per cent of the upper quartile liked it but without enthusiasm, while seven and two tenths per cent of the lower and five and seven tenths per cent of the upper quartile disliked it. Those children who were enthusiastic about all the material gave them the same rank order, but the conclusion drawn from the percentage of dislike expressed indicates a difference in rank order of preference for upper and lower quartiles. Based on the evidence of expressed dislike, the lower quartile ranked the stories in this order: stories of workers, stories of child

GRAPH L

COMPARISON OF PERCENTAGES OF PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE FOR THREE TYPES OF INFORMATIONAL MATERIAL BASED ON 279 CASES



This graph is based on Table 9 and indicates the difference in percentage of enjoyment by upper and lower quartiles in intelligence of three types of informational material.

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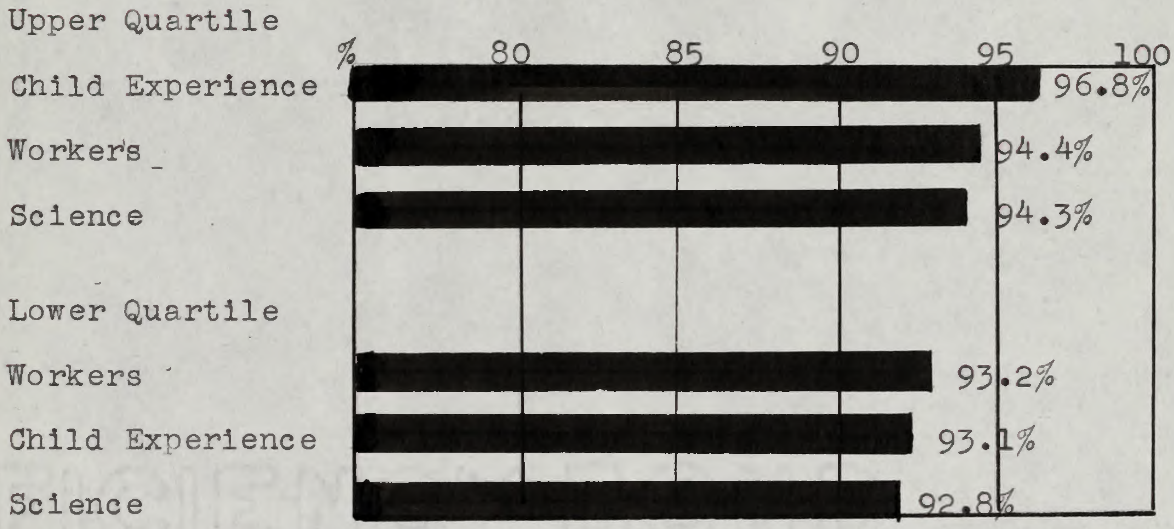
School of Education
Library

GRAPH M

COMPARISON OF RANK ORDER OF PREFERENCE OF THREE TYPES OF INFORMATIONAL MATERIAL OF UPPER AND LOWER QUARTILES IN INTELLIGENCE BASED ON 279 CASES



This graph based on Table 9 indicates the change in rank order of preference when ranked by upper and lower quartiles in intelligence. Order of preference for upper quartile was stories of child experience, stories of workers and helpers, science stories. Order of preference for lower quartile was stories of workers, stories of child experience, science stories. Science stories ranked lowest with each group.

TABLE 10

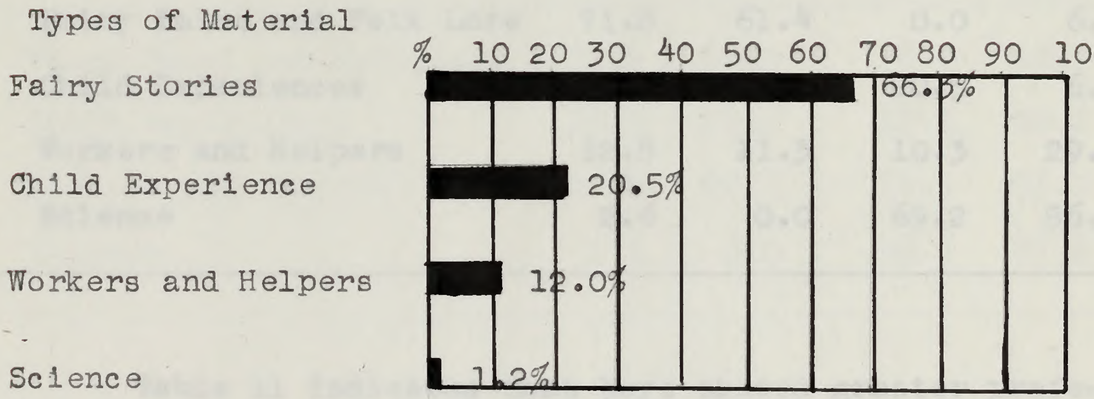
PREFERENCES IN PER CENT FOR ALL TYPES OF MATERIAL BASED ON TOTAL POPULATION

Type of Material	Best Liked	Least Liked
Fairy Stories	66.3%	3.6%
Child Experience	20.5%	13.3%
Workers and Helpers	12.0%	20.5%
Science	1.2%	62.6%

This table is interpreted in this manner. Sixty-six and three tenths per cent of the children voted fairy stories their first preference. Twenty and five tenths per cent indicated stories of child experience their first choice. The science material was the first choice of only one and two tenths per cent. Three and six tenths per cent of the children enjoyed fairy stories least; while sixty-two and six tenths per cent enjoyed the science material least.

GRAPH N

COMPARISON OF PREFERENCES IN PER CENT FOR ALL TYPES OF MATERIAL



Graph N is a graphic presentation of Table 10. The popularity of fairy stories over informational material is clearly seen.

TABLE 11

COMPARISON OF BOYS' AND GIRLS' FIRST AND FOURTH PREFERENCES IN ALL TYPES OF MATERIALS

Types of Materials	Best Liked		Least Liked	
	Boys	Girls	Boys	Girls
Fairy Tales and Folk Lore	71.8	61.4	0.0	6.8
Child Experiences	12.8	27.3	20.5	6.8
Workers and Helpers	12.8	11.3	10.3	29.6
Science	2.6	0.0	69.2	56.8

Table 11 indicates that boys showed greater preference for fairy tales than girls. Girls showed greater preference for informational child experience stories than boys. Both boys and girls enjoyed the stories of workers and helpers equally and indicated the same lack of interest in the science material. However, the boys showed slightly more interest in the science material than the girls. It is also interesting to note that the boys gave it lowest rating oftener than the girls.

TABLE 12

COMPARISON OF FIRST AND FOURTH PREFERENCES OF UPPER AND LOWER QUARTILES IN INTELLIGENCE IN ALL TYPES OF MATERIALS

Types of Materials	Best Liked		Least Liked	
	Upper	Lower	Upper	Lower
Fairy Tales and Folk Lore	51.4	50.0	0.0	16.7
Child Experiences	25.7	27.8	17.1	22.2
Workers and Helpers	20.0	22.2	14.3	33.3
Science	2.9	0.0	68.6	27.8

On Table 12, the comparison of preferences of upper and lower quartiles in intelligence in all types of material is drawn. It is seen that both groups enjoyed the fairy tales, but the lower group showed slightly more enjoyment of the child experience stories than the upper. Both groups liked the stories of workers and helpers, but again, the lower group expressed slightly more preference for this type. Both groups indicated the same disinterest in the science material although the brighter children showed more interest than the dull children in spite of giving it fourth place almost three times as often.

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The purpose of this study as stated in Chapter I was to survey the reading interests of second grade children. As a result of the investigation, it was hoped to discover if possible:

1. Which stories second grade children preferred from a selection of stories commonly used in second grade material.
2. If boys and girls at the second grade level had the same preferences for stories.
3. If the upper and lower quartiles in intelligence in second grade expressed preferences for the same stories.
4. Which type of narrative material was most popular among second graders.
5. If the same story type appealed to both boys and girls in second grade.
6. If the upper and lower quartiles in intelligence in second grade preferred the same story type.
7. Which type of informational material appealed most to second graders.
8. If the same type of informational material appealed to both boys and girls in the second grade.

9. If the same type of informational material was popular with both upper and lower quartiles in intelligence in the second grade.
10. Which type of material, narrative or informational, was preferred by the whole group.

To accomplish this, twenty-two stories which depicted three types of narrative material, fairy stories involving boys and girls, folk lore and stories of "wee folk", and animated animal tales, were selected from second grade reading material and presented in individual folders to second grade children. Informational material of three types, science, workers and helpers, and child experience, was prepared from second readers and presented in the same manner. Each child was given an opportunity to express his preference, to indicate enthusiastic enjoyment, moderate enjoyment, or dislike.

Conclusions. From this investigation made in second grade classes in twelve different communities available, the following conclusions are drawn:

1. Fairy story material was preferred to informational material in the second grades that were surveyed.
2. Of the story types presented, fairy stories involving boy and girl characters were most popular, folk lore next, and animated animal stories least popular. This order remained the same for both boys and girls, and upper and lower quartiles in

intelligence. Of the stories presented, the five most popular were "Hansel and Gretel", "Jack and the Beanstalk", "The Little Red Hen", "The Lion and the Mouse", and "Brownie and the Cook".

3. Stories of child experiences were the second most popular of all types of material basing the conclusion on the numbers of first choices. This choice was the same for boys and girls and for upper and lower quartiles in intelligence.
4. The third most popular type of material was the stories of workers and helpers. On the basis of the number of first preferences, the choice was the same for girls and boys although boys ranked it even with stories of child experiences. Upper and lower quartiles in intelligence also voted this type third place.
5. Science material was the least popular with both boys and girls and upper and lower quartiles in intelligence. Boys did express slightly more preference than girls for this material. It was also noted that although science material was not too well liked by either bright or dull, the per cent of bright children enjoying science material was greater than the per cent of dull children.

CHAPTER VI

LIMITATIONS OF THE STUDY AND PROBLEMS FOR FURTHER RESEARCH

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Limitations of the study. The limitations of this study included the following:

1. The geographical distribution of participants was narrow.
2. The number of participants was restricted.
3. Recorded intelligence quotients were unobtainable for all children.
4. Presentation of material was variable due to the fact that it was necessary to use the second grade teachers available.

Problems for further research. The writer feels that as a result of this study profitable research could be conducted along the following lines:

1. To conduct a similar investigation using a wider geographical distribution of children.
2. To conduct a similar study with larger groups of children.
3. To conduct a similar investigation with children whose intelligence quotients were available.
4. To include further types of story material in a similar survey.

5. To discover the influence of race on interests and preferences.

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APPENDIX

TITLES OF STORIES USED IN SURVEY OF NARRATIVE MATERIAL

Aiken Drum

*The Boy and the North Wind

Brier Rose

Brownie and the Cook

Cinderella

The Donkey and His Band

*The Elves and the Shoemaker

The Gingerbread Boy

The Half Chick

Hansel and Gretel

Henny Penny

Jack and the Beanstalk

The Lion and the Mouse

The Little Red Hen

The Old Woman and Her Pig

Pat and the Fairies

Puss in Boots

Red Riding Hood

Snow White and Rose Red

The Three Bears

Three Billy Goats Gruff

*The Three Little Pigs

* Denotes stories included in appendix.

SAMPLES OF INFORMATIONAL MATERIAL INCLUDED IN APPENDIX

The Siphon

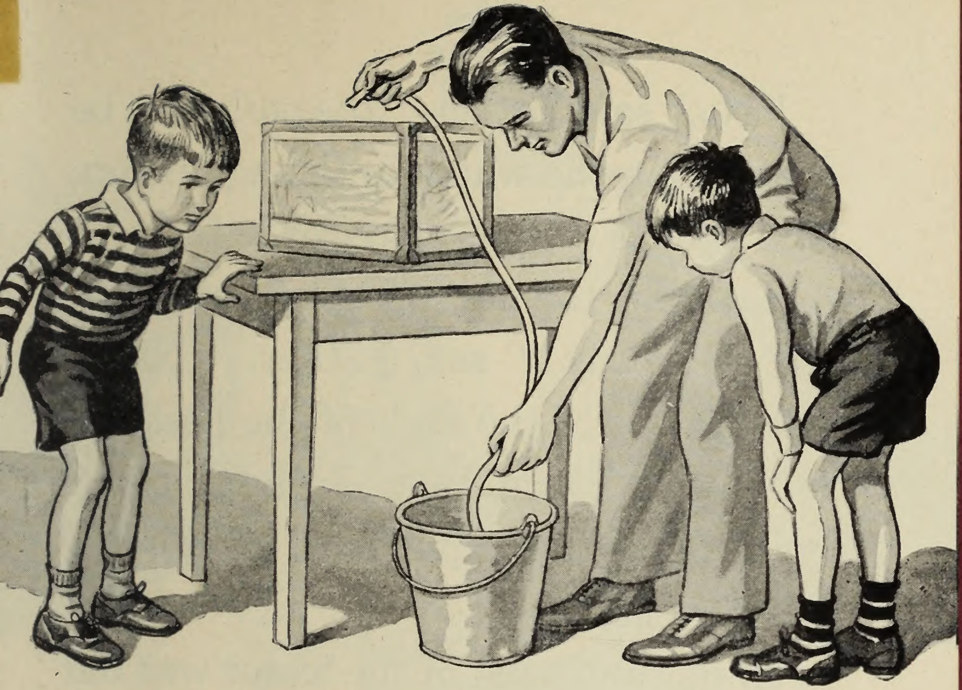
How Joe Trained His Dog

The Freight Train

The Siphon

"Now, Jack, put some water in one end of the hose," Father said. "I'll hold both ends of the hose up so that the water can not get out. If I hold the hose over the pail, we shall not get any water on the floor."

Jack put water in the hose. Soon the hose was full of water.



“ I’ll hold both ends of the hose tight now,” said Father. “ That will keep the hose full of water. We do not want any air in the hose. The water will keep out the air.”

Father held both ends of the hose. He put one end into the water in the aquarium and the other end into the pail.

“ Shall I hold the pail ? ” asked Jack.

"No," said Father, "the pail must be lower than the water in the aquarium. The floor is a good place for it."

Jack put the pail on the floor.

"All ready!" said Father. "Now I shall let go of the ends of the hose."

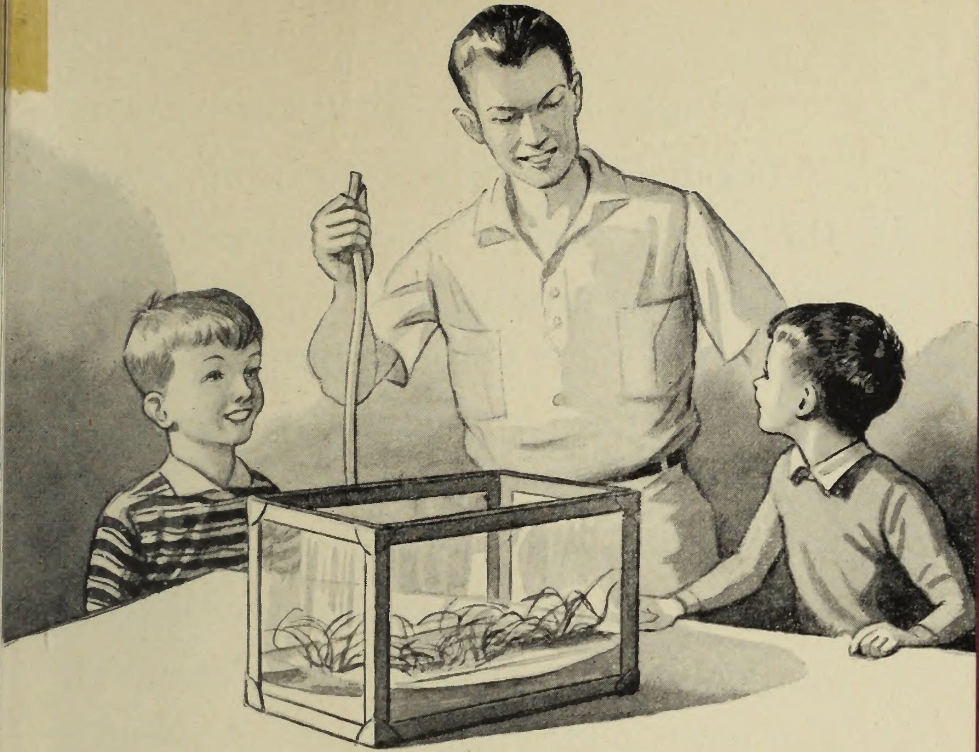
"Look!" said Tom. "The water is going out of the aquarium. It is going into the pail."

In no time most of the water was out of the aquarium and in the pail.

"That is enough," said Father. "I do not need to take out all the water."

He took the end of the hose out of the aquarium. Now the water was not going into the pail. The siphon was not working.

"If you want the siphon to work again," Father said, "you must put more water in the hose."



"That was a better way to take the water out of the aquarium," said Tom.

"It was a fast way," said Jack.

"We had help, you see," said Father.

"Yes, Jack helped, and so did I," said Tom.

"You helped to get things ready," said Father. "When we had things ready, something helped us."

"What was it?" asked the boys.

"Something we were talking about the other day," said Father. "It was the air around us."

"Air?" said the boys in surprise.

"How does the air help?" asked Jack.

"Well," said Father, "the air is pushing down on the water in the aquarium. It pushes the water up in the hose to take the place of the water that is falling down into the pail. That is how the water from the aquarium gets into the pail."

"I like to use a siphon," said Tom.

"So do I," said Jack.

"Well," said Father, "I see that Mother and I shall not have to clean the aquarium again. You boys may do it with a siphon."

How Joe Trained His Dog

How Joe Trained His Dog

One summer Joe's father gave him a brown and black puppy. Joe called his puppy Sport.

"You must teach Sport to obey you, Joe," said Father. "He must learn that you are his master."

Then Father told Joe what to do.

Then Molly and the doctor went to get Fuzzy. They put the dog on the soft cloth in the basket.

The doctor took the basket out to the car. He put it on the back seat.

Mother was in the car. Molly climbed into the back seat beside the basket. As they drove home, she kept her hand on Fuzzy. She wanted him to know that she liked him.

Molly said to her mother, "I am glad that Fuzzy belongs to me. I will take care of him and never let him run out into the street alone. We will give Fuzzy a good home."

Perhaps Fuzzy heard what Molly said. Perhaps he knew that he would have a happy home now.

He looked at Molly and wagged his little tail. Then he licked Molly's hand again and again.

What the First Lesson Was

First Joe had to teach Sport to walk with a leash.

Joe took Sport out into the yard and fastened a leash to his collar. Then Joe began to walk slowly.

Sport sat down on the ground. He would not move. Joe pulled gently on the leash and said, " Come on, Sport."

Sport slowly came to his master's feet. Joe patted him and praised him.

Then Joe began walking again, and Sport came after him.

Joe gave Sport this same lesson every day. Soon Sport learned not to pull away from the leash.

Joe never shouted at Sport. He always talked gently to the puppy. When each lesson was over, Joe praised Sport. Then Joe gave him a piece of dog biscuit.

What the Second Lesson Was

Next Joe had to teach Sport to walk close by his side.

He fastened the leash to Sport's collar and began to walk in the yard.

Sport tried to run on in front of his master. Joe held the leash tight. At the same time he said, "Heel!"

Sport had to stay close to Joe's feet. If he did not, the leash pulled hard on his collar.

Again and again Joe began his walk. Each time Sport tried to run on. But Joe said, "Heel!" and kept the leash tight.

He did not hurt Sport. He kept the leash only tight enough to make Sport stay close beside him.

When the lesson was over, Joe praised Sport and patted him.

He took off Sport's collar. Then Joe and Sport had a good run in the yard.

Joe gave this same lesson over and over for many days. At last Sport learned to walk at Joe's heels and not to pull away.

Even when the leash was not fastened to his collar, Sport would walk along close to Joe's side.

What the Third Lesson Was

Then Joe had to teach Sport to sit down when Joe stopped walking.

Joe began to walk along with Sport at his heels. Then Joe stopped. Sport stood by his master's side. He did not move.

Joe bent over and put his right hand on Sport's back.

" Down ! " said Joe, as he pushed on Sport's back.

Sport had to sit down, because Joe's hand pushed his hind legs down. Sport barked and tried to get up.

" Down ! " said his master again. " Down, Sport ! "

Joe held Sport down.

But Joe kept Sport there for only a short time. He knew it was very hard for the puppy to be quiet for a long time.

When he let Sport get up, Joe said, "Heel!" And they began to walk again.

Every day Joe gave Sport this same lesson over and over. Sport learned to sit down when Joe held out his hand and said, "Down!"

Sport learned to sit still and be quiet. He would not move until Joe said, "Heel!" again.

What Father Said

Joe was proud of his dog. He praised Sport because the dog had learned to obey.

Then Joe's father said, "Sport seems to be a clever dog. He has learned his lessons well.

You were kind when you trained him. Sport knows now that you will be a good master. He will always be glad to obey you."

The Freight Train

The Freight Train

AN EXCITING VISIT

Carl's father worked on the railroad. He was a conductor on a freight train. Some days he did not have to work.

One night at supper Carl said: "Father, there is no school tomorrow, and it is your day off. Will you take me to see a freight train?"

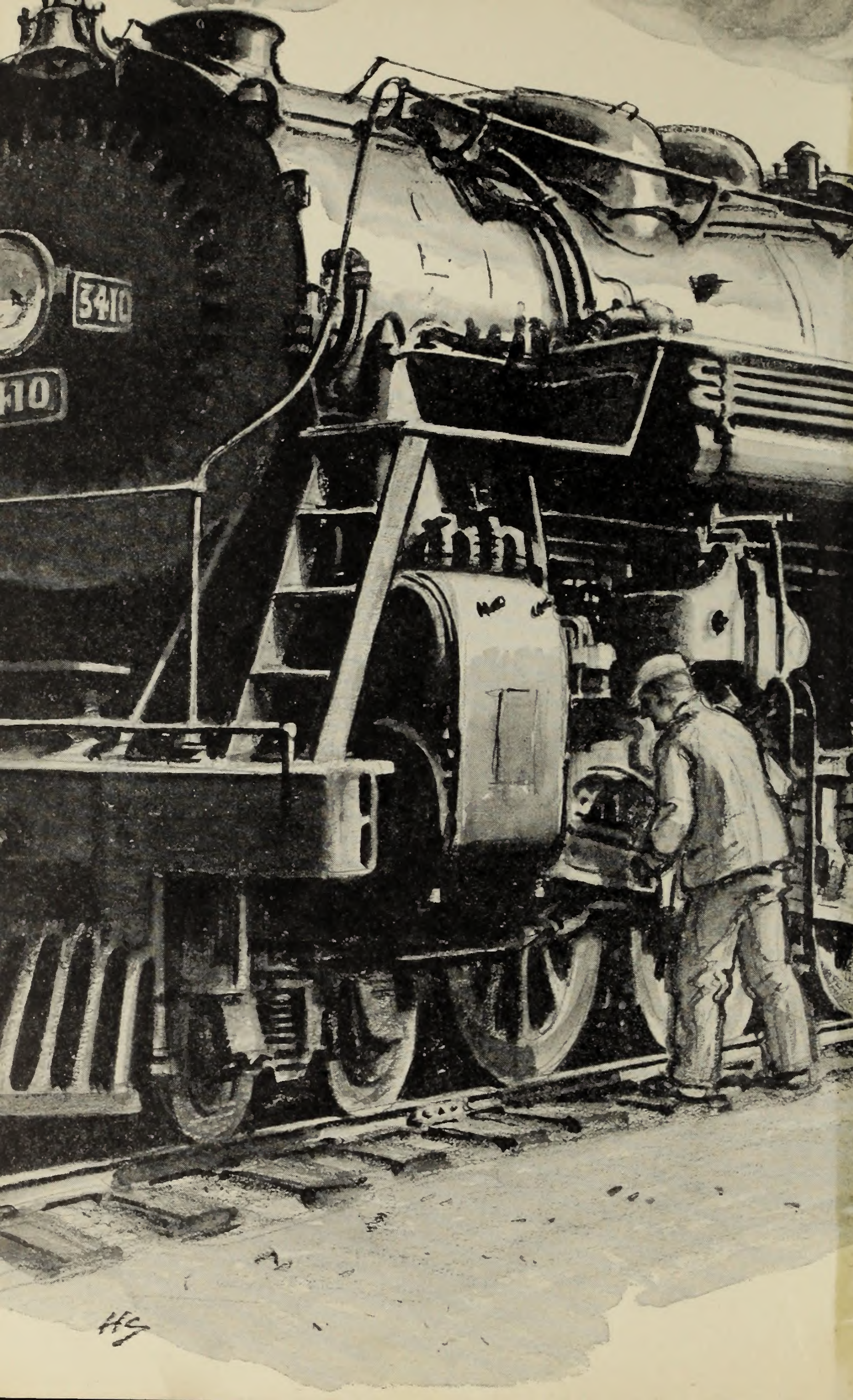
"Well," said Father, "if you will be very, very careful, you may go with me in the morning."

Carl was up early the next morning. He asked so many questions at breakfast that his father laughed and said: "Wait until we get to the station. Then you can answer most of these questions for yourself."

Carl could hardly wait to start. When they got to the station, no train was there. But soon Carl heard a long whistle, "Whoooooooooooooooooo." A train was coming. Carl hoped it was a freight train.

Carl watched the big engine coming down the track. It was pulling a freight train. What a noise it made as it came near the station!

It came slower and slower, until it stopped to get water. Carl saw the men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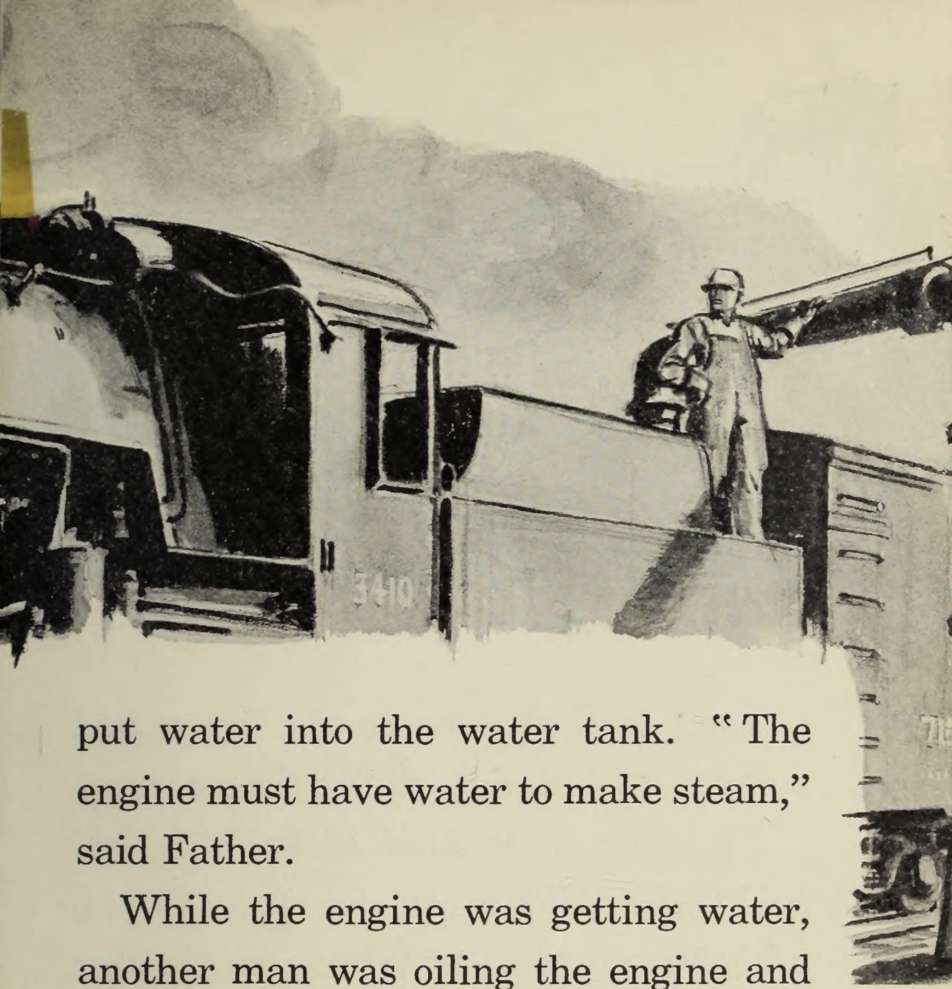
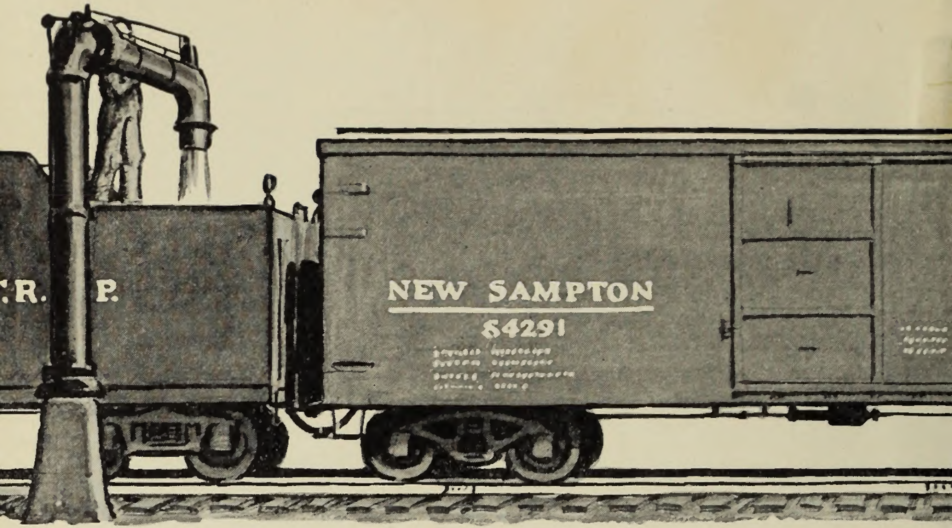


put water into the water tank. "The engine must have water to make steam," said Father.

While the engine was getting water, another man was oiling the engine and looking it over so that it would be ready for the rest of the trip.

BOX CARS AND FLAT CARS

"Now I am ready to show you the cars," said Father. "Come along."

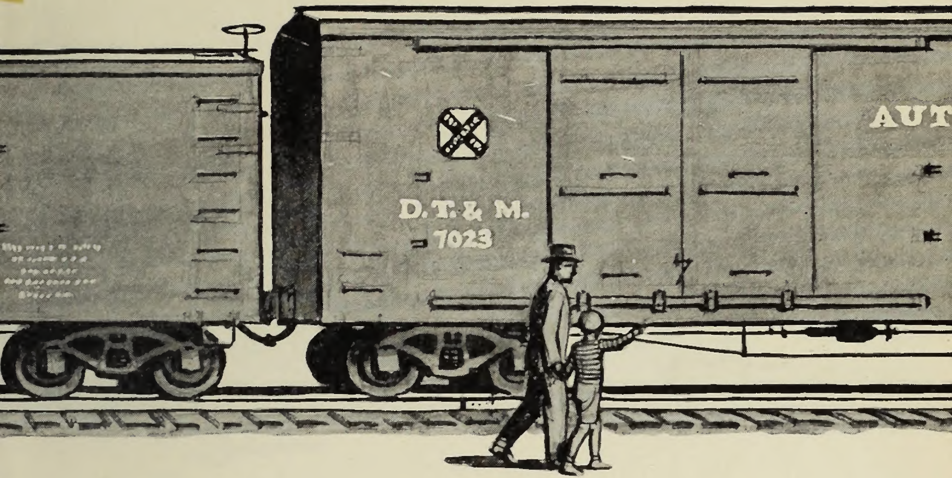


They walked over to the train and stopped at the side of the first car.

"I know what kind of car this is," said Carl. "It's a box car. It looks like a big box on wheels. What does this car have in it, Father?"

"I could not tell without opening the car," said Father.

"Box cars carry many different kinds of things. This one may have groceries or tools or toys or suits of clothes or



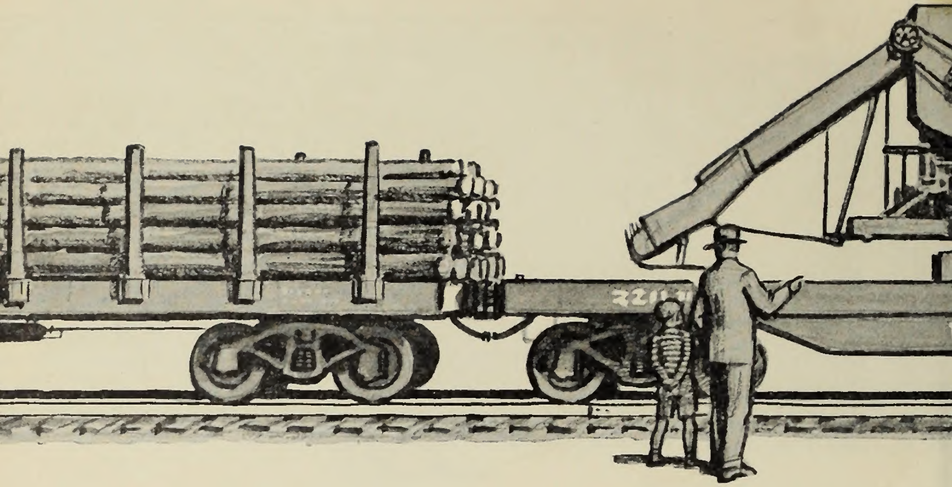
furniture. Box cars carry almost everything that is sold in stores."

Then Carl and Father came to a large box car.

"I know what is in this one," said Carl. "It has automobiles in it."

How did Carl know that the car had automobiles in it?

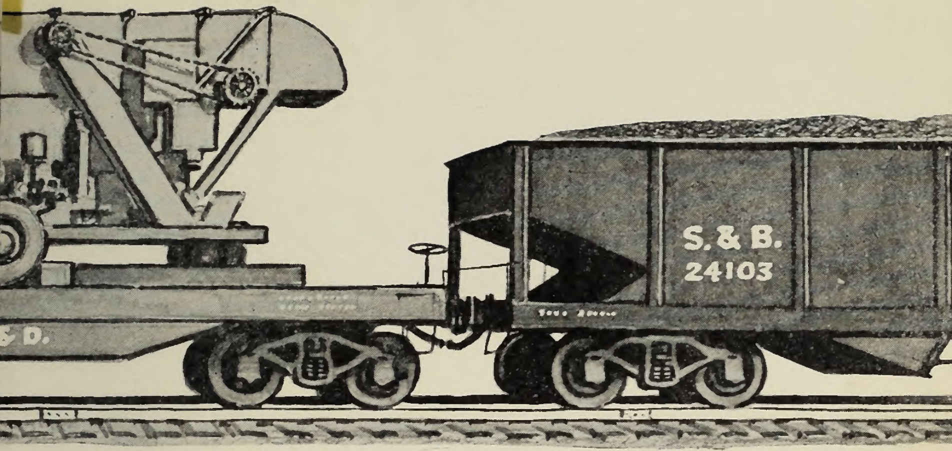
"I know what kind of cars these are, too," said Carl. "They are flat cars. They have no tops on them."



"You are right," said Father. "They are used to carry things that the weather will not damage and that are too large to go into a box car.

"The poles on this car are telephone poles. You can see that these poles are too long to go into a box car.

"This next car is carrying threshing machines. Most of the large machines that are used on farms are sent on flat cars."

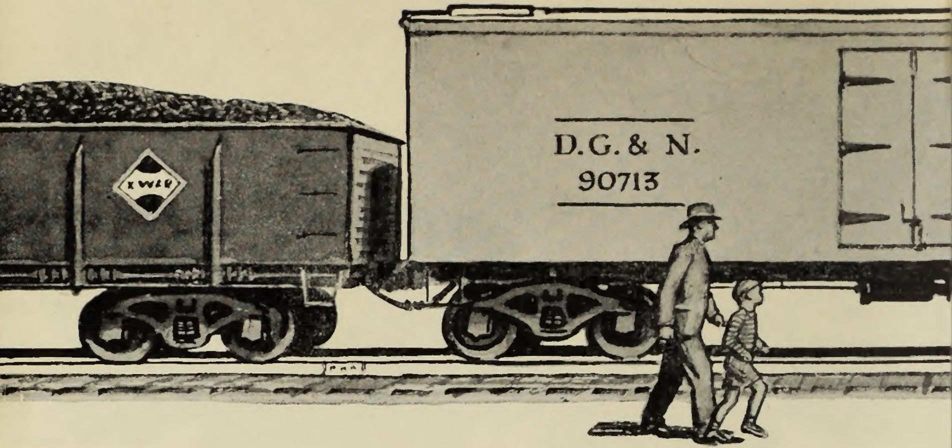


Father showed Carl how the machines were kept from rolling off the car. He explained that flat cars are used to carry many other kinds of things, such as rails for the railroad, and blocks of stone.

MANY KINDS OF CARS

The next two cars were full of coal. The sides of these cars were not very high, and the cars had no roofs on them.

Father showed Carl the doors at the bottom of the first car that could be



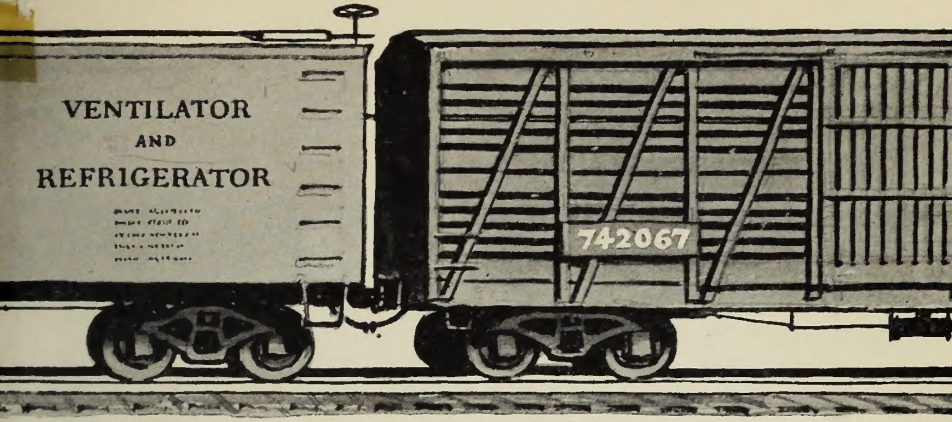
opened to let out the coal when it was time to unload.

He said that the sides of the second car were let down to unload it.

Carl knew what the next car was because he read the name on the side of the car.

"A refrigerator car is just like a big icebox on wheels," said Father. "In summer ice is put into the car to keep fruit, meats, and vegetables fresh.

"In cold weather it has a heater in it to keep things from freezing."

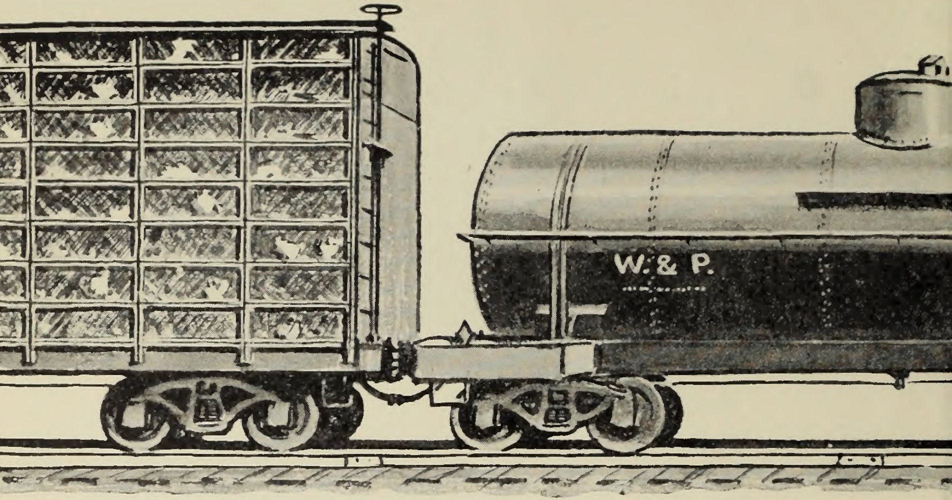


"Look at the cattle, Father," said Carl, as he came to the next car.

"That is a stock car," said Father. "Horses, cows, and other animals are called stock, and they ride in stock cars. The open spaces in the sides give the animals plenty of air."

Carl counted the cattle. "This car has twenty in it," he said, "and it seems to be about full."

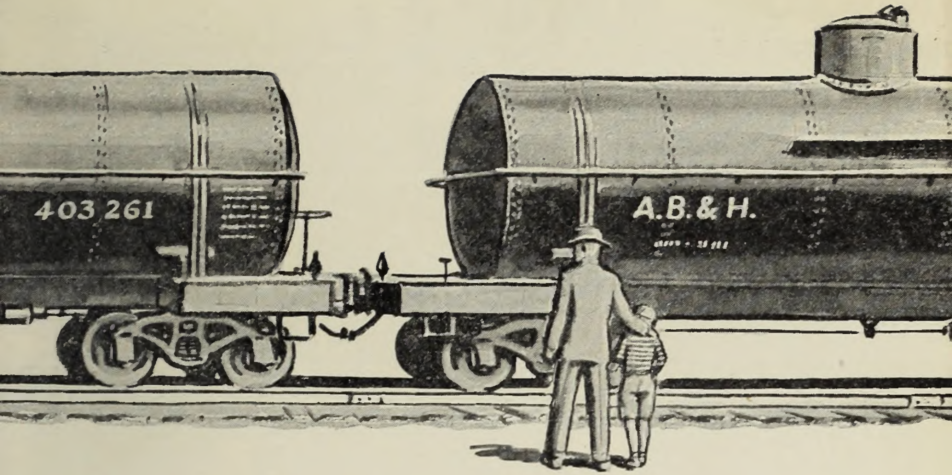
Father and Carl went on to the next car.



" Father, I could tell what this car has in it with my eyes shut," said Carl. " I can hear the chickens."

The sides of this car were covered with wire netting. Carl counted eight floors — one on top of the other. Each floor was filled with chickens.

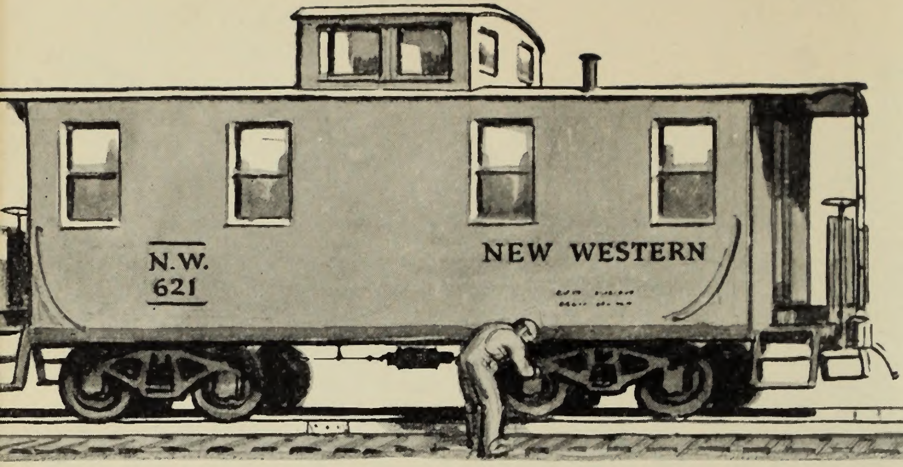
While Carl and Father were looking at them, a man went into the car. He fed the chickens and gave them some water.



The next two cars were tank cars. They were just alike. One of them was full of gasoline, the other full of oil. There was a paper tag on each car to show what it had in it.

Father explained that cars very much like these are sometimes used to carry molasses.

"Yum, yum!" said Carl. "What a lot of molasses a tank car would hold!"



THE END OF THE VISIT

At last Father and Carl came to the end of the train. There was the caboose.

"Here is where the conductor and brakemen ride," said Father.

Father took Carl into the caboose. Carl saw two long seats, one on each side of the car. He sat on one and looked all around. Then he climbed up a ladder to a little room at the top of the car. There were windows on all sides. Father told Carl that a brakeman sits in the little room on top of the caboose to watch the long train and to look for signals.

Father called to Carl: "It is time to get out of the caboose, Carl. The train will leave in just a minute."

Carl quickly got off the caboose and started along the side of the train toward the engine.

"Will you go with me to the engine, Father?" asked Carl. "I want to see if I can name all the cars as they go by."

Father and Carl hurried down to the engine.

"Ding-dong, ding-dong!" The engineer pulled the bell cord to tell everybody that the train was ready to start.

"Hisssssss!" went the engine, so loudly that Carl had to cover his ears. The train began to move. "Whoo, whoo!" went the whistle of the engine. Round and round went the wheels, first slowly, then faster and faster.

"Let's see if I can name the cars," said Carl. "Box cars, automobile cars, flat cars, coal cars, refrigerator cars, stock cars, tank cars, and the caboose."

Carl named every car right.

" Clickety-clack ! Clickety-clack ! " went the wheels on the rails. Faster and faster went the train. Soon it was out of sight

Which Answer Is Right?

1. Box cars on a freight train carry

   gasoline.
   telephone poles.
   groceries.

2. Automobiles travel in

   box cars.
   flat cars.
   tank cars.

3. Threshing machines come in

   refrigerator cars.
   stock cars.
   flat cars.

4. Furniture is brought to us in a

   caboose.
   tank car.
   box car.

5. Refrigerator cars bring us

   oranges.
   furniture.
   machines.

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